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ABSTRACT

To evaluate the extent of acceptable responses, 58 National Assessment of Educational Progress (NAEP) social studies exercises were administered in 1975 to a random sample of 13 year olds attending schools in north Mississippi communities no larger than 3,500 persons. A multiple matrix sampling technique was used for both the 390 students from randomly selected schools and the exercises. Data were analyzed according to male-female and black-nonblack extreme rural samples. No significant achievement difference was found between Mississippi males and females; however, nonblacks generally performed at higher levels than blacks. Mississippi students generally gave fewer acceptable responses than those in the NAEP sample. Further research was recommended to explain the disparity between Mississippi and national samples, to explain the generally low performance of Mississippi black youths, to verify results by administering NAEP social studies exercises released in 1976, and to show to what extent north Mississippi rural educators accept NAEP social studies objectives. It was also suggested that the Mississippi Department of Education evaluate NAEP objectives for potential usefulness in statewide assessment. (RS)

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AN ASSESSMENT OF THE SOCIAL STUDIES ACHIEVEMENT OF THIRTEEN-YEAR-OLDS IN RURAL PUBLIC SCHOOLS OF NORTH MISSISSIPPI

BY

RAYMOND LEE BILLINGSLEY

B.S.Ed., Georgia Southern College, 1971
M.Ed., Georgia Southern College, 1973

A Dissertation
Submitted to the Faculty of
The University of Mississippi
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Philosophy
in the School of Education

The University of Mississippi

August, 1976

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AN ASSESSMENT OF THE SOCIAL STUDIES ACHIEVEMENT OF THIRTEEN-YEAR-OLDS IN RURAL PUBLIC SCHOOLS OF NORTH MISSISSIPPI

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ABSTRACT

AN ASSESSMENT OF THE SOCIAL STUDIES ACHIEVEMENT OF THIRTEEN-YEAR-OLDS IN RURAL PUBLIC SCHOOLS OF NORTH MISSISSIPPI

BILLINGSLEY, RAYMOND LEE. B.S.Ed., Georgia Southern College, 1971. M.Ed., Georgia Southern Collect, 1973. Ph.D., University of Mississippi, 1976. Dissertation directed by Associate Professor Stanley E. Easton.

Problem of the study. This study was directed toward one major question: To what extent do thirteen-year-old students in extreme rural north Mississippi respond acceptably to the released National Assessment of Educational Progress (NAEP) social studies exercises.

Answers to the following specific questions were sought:

1. How does performance on the social studies exercises differ between thirteen-year-old males and females in extreme rural north Mississippi?

2. How does performance on the social studies exercises differ between thirteen-year-old blacks and non-blacks in extreme rural north Mississippi?

3. How does performance on the social studies exercises differ between thirteen-year-olds in extreme rural north Mississippi and in the National Assessment of Educational Progress extreme rural sample?

Method and procedure. The geographic area of the study was all Mississippi counties crossed by or north of United States Highway 82. There were 126 schools containing grades six, seven, and eight in communities not larger than 3,500 persons within that geographic area. A random sample of twenty schools was drawn from the 126 schools. A list of all thirteen-year-old students was obtained from each selected school and a random sample of twenty students was drawn from each school. The data were gathered by administering fifty-eight NAEP social studies exercises to the selected thirteen-year-olds. The data were then tabulated by number of students and percentage of sample giving acceptable answers. The data were analyzed by comparing male and female subsamples, black and non-black subsamples, and north Mississippi and NAEP extreme rural samples to determine the statistical significance of observed differences in performance on the NAEP social studies exercises.

Conclusions. The conclusions of the study were as follows:

1. The data indicate that thirteen-year-old males and females in rural public schools in north Mississippi were not significantly different from one another in terms of their social studies achievement.

2. Among public school thirteen-year-olds in rural north Mississippi, non-blacks generally performed at higher levels than blacks on fifty-eight NAEP social studies exercises.

3. Thirteen-year-olds attending public schools in rural communities of north Mississippi generally gave fewer acceptable responses to fifty-eight NAEP social studies exercises than the 1971-1972 NAEP extreme rural sample of thirteen-year-olds.

Recommendations. The recommendations of this study were as follows:

1. Research should be conducted to determine why there was a disparity between the social studies achievement of extreme rural north Mississippi thirteen-year-olds and that of the national sample.

2. Research should be conducted to explain the generally low performance of black youths in the north Mississippi sample.

3. An attempt should be made to verify the results of this study by administering the NAEP social studies exercises that will be released to the public in the fall of 1976.

4. Research should be conducted to demonstrate to what extent north Mississippi rural educators accept the NAEP social studies objectives.

5. The Mississippi State Department of Education should evaluate the National Assessment social studies objectives from the standpoint of their potential usefulness in statewide assessment.

ACKNOWLEDGMENTS

A sincere expression of appreciation to Dr. Stanley E. Easton for his patience, direction, encouragement, understanding, and helpful suggestions during the pursuit of this study; and to the other members of my committee, Dr. Kenneth R. Bender, Dr. Walter M. Mathews, Dr. Harold C. Hein, and Dr. Ronald R. Partridge, for their guidance, patience, and meticulous appraisal of my study.

A sincere expression of thanks to Dr. Ermel Stepp, Jr., for his guidance during the formative stages of this study.

A sincere expression of thanks to Vern Achtermann for answering questions concerning the application and administration of National Assessment objectives in the public schools.

An expression of deep gratitude is also due to the members of my family, Pearl and Ashley, for their encouragement so necessary to the successful completion of this endeavor.

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CHAPTER I

INTRODUCTION

The 1944 Governor's Conference on Rural Life in Mississippi issued a report in which it was stated that:

> . . . rural school programs must be built on a recognition of the social and economic needs of a rural state. Teacners should know the assets and the problems of rural life. They should recognize the unity of education. . . .[1]

In 1955 Tubb reconfirmed the 1944 statement in A Report to the People of Mississippi on the White House Conference on Rural Education stating that curriculums should be adapted to meet the needs of the community.[2]

In Mississippi 55 percent of the population live in rural communities.[3] The Census Bureau defines rural communities as areas with populations under 2,500.[4] Rural

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[1]L. O. Todd, Governor's Conference on Rural Life in Mississippi (Jackson: State Department of Education, 1944), p. 37.

[2]J. M. Tubb, A Report to the People of Mississippi on the White House Conference on Rural Education (Jackson: State Department of Education, 1955), pp. 21-22.

[3]Characteristics of the Population: Mississippi (Washington: Government Printing Office, 1973), p. 26-25.

[4]Ibid., p. 26-9.

areas are characterized by poverty, poor housing, low educational attainment, migration, and a lack of leadership.[5] The national median level of educational attainment for those over twenty-five years of age reported by the United States Department of Commerce in 1970 was 12.1, whereas the median number of years of school completed by Mississippians over twenty-five years of age was 10.7.[6]

Tubb stated in a 1967 curriculum report that a worthwhile social studies program should enable students to gain basic understandings, acquire necessary skills, and develop attitudes needed in a democratic society.[7]

National Assessment of Educational Progress (NAEP), a project of the Education Commission of the States charged with assessing educational progress in the United States, has assessed ten subject areas, one of which is social studies.[8] NAEP reports measurements from four age levels (9, 13, 17, and 26 to 35) in four geographic regions

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[5]Edward O. Moe and Lewis R. Tamblyn, Rural Schools as a Mechanism for Rural Development (Austin: National Educational Laboratory Publishers, Inc., 1974), pp. 1-33.

[6]County and City Data Book 1972 (Washington: Government Printing Office, 1972), p. 2.

[7]J. M. Tubb, Social Studies in the Junior High School (Jackson: State Department of Education, 1967), pp. 10-11.

[8]Donald H. Layton, "Tenth Birthday for the Education Commission of the States," Phi Delta Kappan, LVII (September, 1975), 45-46.

(Northeast, Southeast, Central, and West) with inter-regional variations from extreme rural to high metropolitan.[9] NAEP does not report data by state; therefore, assessment data on social studies achievement in rural schools in Mississippi are not available from that source.

STATEMENT OF THE PROBLEM

This study was directed toward one major question: To what extent do thirteen-year-olds in extreme rural[10] north Mississippi respond acceptably[11] to the fifty-eight released[12] NAEP social studies exercises?[13]

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[9] General Information Yearbook, Report No. 03/04-GIY (Denver: National Assessment of Educational Progress, 1974), p. 5.

[10] NAEP defines extreme rural as a community having a population less than 3,500; see The First Social Studies Assessment: An Overview, 03-SS-00 (Denver: National Assessment of Educational Progress, 1974), p. 6.

[11] NAEP defines acceptable response an an answer to an exercise that meets scoring criteria; see Social Studies Technical Report: Exercise Volume, 03-SS-20 (Denver: National Assessment of Educational Progress, 1975), p. 8.

[12] NAEP released approximately 50 percent of the exercises administered during 1971-1972; 50 percent were not released so they could be used in the second social studies assessment in 1976; see General Information Yearbook, 03/04-GIY, p. 3.

[13] An exercise is an activity written by Educational Testing Service (ETS) to measure an objective developed by NAEP; see Social Studies Objectives (Denver: National Assessment of Educational Progress, 1970), p. 3.

In order to evaluate and make generalizations about social studies education among thirteen-year-olds in extreme rural north Mississippi, specific answers to the following questions were sought:

1. How does performance on social studies exercises differ between thirteen-year-old males and females in extreme rural north Mississippi?

2. How does performance on social studies exercises differ between thirteen-year-old blacks and non-blacks in extreme rural north Mississippi?

3. How does performance on social studies exercises differ between thirteen-year-olds in extreme rural north Mississippi and in the NAEP extreme rural sample?

HYPOTHESES

Three hypotheses based on the questions stated above were tested in this study. They are as follows:

1. There is no significant difference between the proportions of thirteen-year-old males and females responding acceptably to the NAEP social studies exercises in extreme rural north Mississippi.

2. There is no significant difference between the proportion of thirteen-year-old blacks and non-blacks responding acceptably to the NAEP social studies exercises in extreme rural north Mississippi.

3. There is no significant difference between the proportion of thirteen-year-olds responding acceptably to the NAEP social studies exercises in the extreme rural north Mississippi sample and in the NAEP extreme rural 1971-1972 sample.

DELIMITATIONS OF THE STUDY

The study was delimited in the following ways: (1) The geographic area for this study was defined so as to include Mississippi counties crossed by United States Highway 82 and all counties north of them and (2) this study included only public schools in extreme rural communities in north Mississippi.

LIMITATIONS OF THE STUDY

Due to the design of the study, the limitations are as follows: (1) Generalizations are applicable only to the population in extreme rural counties in north Mississippi and (2) some bias in the north Mississippi sample may be present due to the exclusion of private schools, whereas students in private schools were included by NAEP.

SIGNIFICANCE OF THE STUDY

The findings of this study could be valuable to the State Department of Education in initiating a program

of accountability and assessment in Mississippi as mandated by the Mississippi Legislature (see Appendix A).[14] This report contains data concerning the social studies achievement of thirteen-year-olds in public schools in extreme rural north Mississippi. This information could be useful to superintendents, administrators, curriculum directors, and classroom teachers interested in evaluating and improving social studies instruction. Little research exists concerning social studies achievement in rural communities outside of the data available from National Assessment, and NAEP reports no data below the regional level. In particular an assessment is needed in north Mississippi to determine the achievement levels in social studies for males and females and blacks and non-blacks. If educators are to improve curriculum designs, they must have a starting point. The knowledge of what is being taught and what is being learned derived from an assessment can provide this starting point.

DESIGN OF THE STUDY

This study was an assessment of social studies education in extreme rural north Mississippi during

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[14] 1975 Cumulative Supplement to the Mississippi Code, 1972 Annotated, Vol. 10 (Atlanta: The Harrison Company, 1972), pp. 23-25.

November and December of 1975, based upon social studies exercises released to the public by NAEP. This study drew comparisons between the NAEP national extreme rural sample of thirteen-year-olds and a sample of thirteen-year-olds in extreme rural North Mississippi. The assessment neither treated nor remediated the existing situation. Therefore a randomized ex post facto design was chosen since comparisons were to be made upon treatments that had already taken place.[15]

Specifications on Subjects

The population consisted of all thirteen-year-olds in public schools in extreme rural north Mississippi, excluding those schools in communities with populations greater than 3,500.[16] The population in the twenty schools assessed was 1,097. The researcher's estimate of population for the 126 possible schools for assessment in extreme rural north Mississippi was 6,911.[17] (See Appendix B.)

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[15]Donald T. Campbell and Julian C. Stanley, Experimental and Quasi-Experimental Designs for Research (Chicago: Rand McNally College Publishing Company, 1963), pp. 70-71.

[16]Educational Directory of Mississippi 1974-1975 (Jackson: State Department of Education, 1974.

[17]The researcher estimated the population of thirteen-year-olds by determining the average thirteen-year-old enrollment of the twenty schools in the sample and multiplying that average by the number of schools in the population.

The sample consisted of 390 thirteen-year-olds in public schools in communities with populations less than 3,500. In order to make the sample size fall within statistical guidelines of power, a sample size of 384 was needed to validate the sample at the .05 level of significance.[18]

Specifications on Overall Procedures

The design was classified as randomized ex post facto. In the ex post facto design, treatment was assumed to have taken place. Observations were made on these previous treatments. In a true ex post facto design, there is no randomization; however, randomization tends to strengthen the design. The following is a schematic of the design:[19]

R (X) O_2

R (X) O_1

The symbol (R) refers to randomization in the selection of students. The first observation (O_1) was the

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[18]William L. Hays, Statistics (New York: Holt, Rinehart, and Winston, Inc., 1963), pp. 204-206. Power is the probability of accepting a true hypothesis when it is false or rejecting a false hypothesis when it is true. A sample size that is large enough will diminish the possibility of committing such an error. See Gene V Glass and Julian C. Stanley, Statistical Methods in Education and Psychology (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1970), p. 284.

[19]Campbell and Stanley, pp. 70-71.

assessment of social studies made by NAEP during 1971-1972. The second observation (O_2) was the social studies assessment conducted during November and December, 1975, in extreme rural communities of north Mississippi. The differences between proportions of north Mississippi and NAEP respondents giving acceptable answers to the social studies exercises were compared statistically.

In this study, randomization was achieved through a cluster sampling process. Cluster sampling is a technique that assumes no difference in the population, so that small groups from a large population can be sampled without having to include a larger number of people in the sample.[20] In randomization every person in the geographic area has the same probability of being selected in the sample. However, cluster sampling assumed that if some of these people were omitted from having the opportunity of being selected, the results would not vary. Cluster sampling simplifies the true randomization process without increasing the probability of incorrect conclusions.[21]

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[20]N. M. Downie and R. W. Heath, Basic Statistical Methods (New York: Harper and Row, 1974), pp. 156-157.

[21]Frederic M. Lord and Melvin R. Novick, Statistical Theories of Mental Test Scores (Reading, Mass.: Addison-Wesley Publishing Company, 1968), pp. 236-238.

Internal Validity

If the organization of an investigation does not jeopardize the interpretation of results, the research design has internal validity.

The following internal validity considerations were made in this study. A threat from history means that events have occurred between the first and second measurements. However, in this design history did not pose a threat to internal validity because measurements from the first assessment and the second assessment were derived from different subjects. A threat from maturation means that time affects the results in some manner. In this design, maturation did not pose a threat because students were selected to fit a certain age period for the assessment and were assessed only once. A threat from selection of the subjects in some designs may alter the results of the study. In this study, selection did not pose a threat because the students were cluster-sampled. A threat from mortality is the loss of subjects during the study that might limit comparisons. However, mortality did not pose a threat in this study because the students were assessed only once.[22]

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[22]Campbell and Stanley, pp. 5-6.

External Validity

If the factors in the organization of the research design allow for generalizations to be made from the study, the design is said to have external validity.[23]

A threat from interaction effects of selection biases and the experimental variable tends to limit generalization in an ex post facto design. In this study, the subjects were cluster sampled and the exercises representing the experimental variable were cluster sampled. According to Sirotnik, this method tends to result in smaller standard error of the mean than other sampling methods.[24] The smaller standard error of the mean, the more representative the sample is of the population. A threat from reactive effects of experimental arrangements limits generalizations. However, care was taken in this study to replicate the NAEP research setting. The generalizability of this study has been harmed no more than that of NAEP.

PROCEDURES OF THE STUDY

NAEP released fifty-eight social studies exercises to the public after their 1971-1972 assessment. These

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[23] Ibid.

[24] Kenneth A. Sirotnik, "Introduction to Matrix Sampling for the Practitioner," Evaluation in Education, ed. W. James Popham (Berkeley: McCutchan Publishing Corporation, 1974), pp. 458-459, 472.

exercises were used to measure knowledge, skills, and attitudes. Forty-three of the exercises were to be administered in an audio tape-accompanied paper-and-pencil format. Each student participating in one of those exercises received the exercise in printed form and heard the text of the exercise read to him or her by audio-tape. Responses were written and selections were indicated in pencil. These exercises were administered to groups of students. The remaining fifteen exercises were administered orally in a one-to-one relationship. The assessment administrator logged the student's responses to the exercises.

Following NAEP's research design, the released social studies exercises were assembled in packages with varying difficulty levels for use in this study. The difficulty level for each exercise was determined by data available for each exercise from NAEP. Each package contained exercises that 10 to 20 percent of the NAEP sample answered acceptably, exercises that 40 to 60 percent of the NAEP sample answered acceptably, and exercises that 80 to 90 percent of the NAEP sample answered acceptably. Each package contained approximately equal proportions of exercises at each of the three difficulty levels.[25]

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[25]Carmen J. Finley and Francis S. Berdie, The National Assessment Approach to Exercise Development (Denver: National Assessment of Educational Progress, 1970), p. 28.

The fifty-eight exercises were divided into four packages. Three of the packages had audio tape-accompanied paper-and-pencil formats and one was an individual package. The audio-taped packages contained an average of 24.3 percent of the exercises per package. The audio-tapes averaged twenty-five minutes in length. The individual package contained all of the oral exercises, which were fifteen in number, and its administration time averaged twenty minutes.

NAEP attempted to establish content validity for the social studies exercises by using a panel of scholars, subject matter specialists, and lay citizens. Reliability is not reported in the traditional fashion because NAEP exercises are inappropriate for such reporting. Larkin observed:

> An unusual feature of the NAEP exercises is that standard estimates of reliability are inappropriate. Readers who are accustomed to seeing reliability reported as coefficients, such as .84 or .91 may be puzzled by the lack of such statements in Assessment reports. Types of reliability, however, that yield coefficients cannot be computed for single-item tests. An alternative is to report standard errors. Although this approach may be unfamiliar to many readers, they can depend on NAEP reports to be cautious in the narrative descriptions of findings. The language used to discuss findings is carefully chosen to reflect the amount of trust that can be placed on their reliability.[26]

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[26] A. Guy Larkins, "Critique of NAEP Objectives and Procedures: Citizenship and Social Studies," National Assessment and Social Studies Education, ed. Jean Fair (Denver: National Assessment of Educational Progress, 1975), p. 36.

The range of the standard errors of the national proportions, p values,[27] for the extreme rural sample in the social studies assessment was 0.1 to 6.8.[28] Thus, considerable confidence may be placed in the reliability of the p values reported by National Assessment in the 1971-1972 social studies assessment.

Sampling Technique

The geographic area of the study included all Mississippi counties crossed by or north of United States Highway 82. There were 126 schools containing grades six, seven, and eight in communities not larger than 3,500 persons within the geographic area of the study. A computer-generated table of random numbers was used to take a sample of twenty schools from a population of 126 schools.[29] These twenty schools were located within fifteen of the thirty-three counties in the geographic area encompassed by the study.

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[27]A p value is an estimate of the percentage of persons in each population who gave a certain response to a specific exercise; see Social Studies Technical Report: Exercise Volume, p. 13.

[28]Ibid.

[29]Dec System 10: Mathematical Language Handbook (Maynard: Digital Equipment Corporation, 1972), pp. 190-192.

The researcher used a multiple matrix sampling technique for the students and exercises. A random sample was taken in each school to assign students to one of the four packages. None of the students were asked to complete all of the exercises. Approximately one-fourth of the students completed each package which contained approximately one-fourth of the exercises. The multiple matrix sampling technique is in fact a process of taking a sample from a sample to make inferences to the population. The type of matrix used in this design is known as the nonoverlapping matrix sample.[30] In this type of matrix the students and exercises are matched together only once. Some statisticians recognize this technique as being more representative of the population than any other sampling procedure.[31]

In this study ninety-eight students completed package one, ninety-nine students completed package two, ninety-nine students completed package three, and ninety-four students completed the individual package. Table 1 is a schematic of the exercise package distribution among the sample.

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[30]Sirotnik, p. 463.

[31]Ibid., p. 459.

Table 1

Distribution of Exercise Packages among North Mississippi Thirteen-Year-Olds

Sample	Package 1	Package 2	Package 3	Package 4	Total
Male	48	57	50	55	210
Female	50	42	49	39	180
Black	52	54	56	48	210
Non-black	46	45	43	46	180
Total	98	99	99	94	390

Collection of Data

Scheduling. A letter (see Appendix C) was sent to each of the superintendents and principals in the twenty schools to ask permission to administer social studies exercises at their school on a date determined by them to be most convenient. A post card was enclosed with the letter allowing each principal to accept or reject the administration of the exercises in his school. Also, space was provided on the post card for the principal to place the date he selected for the administration of the exercises. The principal used this space only if he rejected the date proposed by the researcher and included on the post card. The principal was also asked to supply a

list of students in the sixth, seventh, and eighth grades who were born in 1962. A follow-up telephone call was made to any principal who failed to respond within two weeks.

Upon receiving the post card and the list of students' names, the researcher formed a calendar for administration of exercises in the schools. When conflicts among the dates selected by the principals for administration of the exercises occurred, telephone calls were made and alternative dates negotiated. The assessment was conducted between November 17, 1975, and December 12, 1975.

On the lists supplied by the principals were the names of 1,097 students. Of this number, 390 actually took part in the study, which was 35.6 percent of the cluster population. Following NAEP's design, after the schools had been cluster sampled and the student population in those schools determined, a computer-generated table of random numbers was used to randomly select twenty students for each school. The target sample size was 400, consisting of twenty students in each school. Five alternate students were randomly selected from each school to eliminate the effects of possible absenteeism on the study.

Some schools had fewer than twenty thirteen-year-old students, and in those cases, the entire population was allowed to represent the sample for the school.

In one case, absenteeism reduced the number of students in a school that already had less than twenty. In that school a total of fourteen students was assessed and four other students were absent from other schools. The sampling error factors resulted in an actual sample of 390 students who were assessed.

The randomized list of up to twenty students and five alternates to be assessed was returned to the principals and the date of administration was reconfirmed. (See Appendix D.)

Administration of exercises. The researcher traveled to each school in the sample in extreme rural north Mississippi. Upon arrival the researcher met with the principal, and he either exercised or delegated the responsibility for gathering the students for the assessment. The test environment varied from school to school in facilities, equipment, and lighting available.

The equipment used for administration was set up prior to the arrival of the students. The equipment included three tape-recorders, three cassette tapes, a 16 millimeter motion picture projector, a film, exercise packages, and two pencils for each student.

The administration of the exercises took from two hours to two and one-half hours, depending upon the

schedule of the school. Care was taken to minimize disruption of normal school activities and students missed no more than one class period.

Scoring exercises and tabulating data. The exercises were tabulated in percentages of people responding acceptably to each exercise. NAEP has detailed criteria for determining if a response is acceptable or not acceptable.[32] In the Social Studies Technical Report, each exercise is presented in complete form, followed by criteria for scoring, and the statistical tabulation across the nation.

The number of students and the percentage of the sample responding acceptably, stratified by sex and race, to show number and percentage of males, females, blacks, and non-blacks answering each exercise acceptably were tabulated.

Statistical Treatment

Two nonparametric statistical techniques were used to analyze comparisons between the black and non-black subsamples, male and female subsamples, and between the north Mississippi sample and NAEP extreme rural sample.

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[32] Social Studies Technical Report: Exercise Volume.

The formulas used yield a standard score (z) about population proportions. Since the data were in percentage form, each percentage had to be converted to proportions by moving the decimal two places to the left before the data could be entered into the formula.

A computer program was used to compute the z-ratios and significance was determined at the .05 level with degrees of freedom being n-1 on a two-tailed test.[33] To be significantly different from the mean, a standard score (z) of 1.96 was needed.

The following is the statistical formula used for the black-non-black and male-female comparisons:[34]

$$z = \frac{p_1 - p_2}{\sqrt{\left(\frac{f_1 + f_2}{N_1 + N_2}\right)\left(1 - \frac{f_1 + f_2}{N_1 + N_2}\right)\left(\frac{1}{N_1} + \frac{1}{N_2}\right)}}$$

where: p_1 = proportions of males or blacks giving correct responses

p_2 = proportions of females or non-blacks giving correct responses

f_1 = number of males or blacks giving correct responses

f_2 = number of females or non-blacks giving correct responses

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[33] See Glass and Stanley, Table B, pp. 513-519.

[34] Ibid., pp. 324-326.

N_1 = total number of males or blacks in each sample

N_2 = total number of females or non-blacks in each sample

The following is the statistical formula used for the north Mississippi and NAEP comparisons:[35]

$$z = \frac{p - a}{\sqrt{a(1-a)/n}}$$

where: p = proportion of the north Mississippi sample giving correct responses

a = proportion of the NAEP sample giving correct responses

n = the sample size

The data collected in this study are presented and analyzed in Chapter III.

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[35] Ibid., pp. 323-324.

CHAPTER II

REVIEW OF THE LITERATURE

Three topics are presented in this chapter: the historical development of goals, objectives, and standards for the social studies; a brief history of National Assessment of Educational Progress (NAEP) and its involvement in assessing social studies achievement; and the condition of social studies in rural America.

SOCIAL STUDIES

Eulie said the high school curricular area known as the social studies has been charged with being guilty of being irrelevant to the needs of the student.[1] Fox said that social studies is seen by students as least relevant to their needs and least popular. Social studies is dominated by history, geography, American government, and civics. Learning facts is stressed by the teachers, and the requirement for student involvement in classroom activities is low. Curriculums are designed with little

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[1]Joseph Eulie, "Objectives and Evaluation in the Social Studies," The Social Studies, LXI (November, 1970), 270.

responsibility toward relevance and are not concerned with the why and hows of learning.[2]

There is little consensus among social studies educators and scholars to define common objectives, to apply those objectives in the classroom, or to evaluate those objectives.[3] Perhaps reasons for indecisiveness among social studies educators and scholars are the dynamic changing nature of the needs of society and its nonresponding, slowly changing educational curriculums.[4] However, there have been major undertakings to establish goals or standards for social studies education by the American Historical Association from 1929 to 1933, the National Council for the Social Studies from 1969 to 1971, and the National Assessment of Educational Progress from 1964-1965.

The Committee on History and Other Social Studies in the Schools reported in 1926 at the annual meeting of the American Historical Association that social studies

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[2]Robert Fox, A Framework for Social Science Education, U.S. Educational Resources Information Center, ERIC Document ED 100 752, 1973.

[3]Ronald A. Gerlach, "Educational Objectives and the New Social Studies," School and Society, XCIX (March, 1971), 181-182.

[4]Harold H. Kastner, Jr., Achieving the Goals of the Social Studies (Tallahassee, Florida: State Department of Education, 1964), pp. 203-204.

suffered from vague and general statements of its aims.[5] The report from the committee recommended that a five-year study be undertaken as a vital step toward resuscitation.[6] As a result of the committee's recommendation, and with funding from the Carnegie Corporation, the Commission on the Social Studies was established in 1929.[7]

The Commission on the Social Studies was sponsored by the American Historical Association from 1929 to 1933. Beard became a member of the commission in 1929 and was chosen to chair the subcommittee on objectives. He personally authored three volumes, A Charter for the Social Sciences in the Schools (1932), The Nature of the Social Sciences (1934), and Conclusions and Recommendations of the Commission (1934).[8] Beard stated in 1932 that the social studies were in a state of chaos. He felt that teaching the social studies was like "striking into a seamless web too large for any human eye."[9] To bring

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[5]Peter A. Soderbergh, "Charles A. Beard and the Commission on the Social Studies 1929-1933: A Reappraisal," Social Education, XXXI (October, 1967), 465.

[6]August C. Krey, "Report of Committee on History and Other Social Studies in the Schools," Annual Report of the American Historical Association (Washington: The Association, 1926), pp. 107-132.

[7]Soderbergh, p. 465.

[8]Ibid., pp. 465-466.

[9]Charles B. Beard, A Charter for the Social Sciences

order in this state of chaos, Beard wanted to establish benchmarks in the form of declarations of facts as points of reference in their exploration.[10] These benchmarks took the form of objectives or goals for the social studies. These goals called for the social studies curriculum to deal with (1) civic instruction, (2) scientific method, (3) controversial issues, (4) international relations, (5) creativity, (6) the many sided personality of the person, (7) academic freedom, and (8) interdisciplinary instruction.[11]

However, the commission ended in 1933 unable to resolve the issue of the distinction between social problems and the implementation of theory into the public school.[12]

In November, 1969, the Board of Directors of the National Council for the Social Studies (NCSS) charged a task force with responsibility for formulating curriculum guidelines which would be useful in setting standards for

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in the Schools, Vol. I, Report of the Commission on the Social Studies (Atlanta: Charles Scribner's Sons, 1932), pp. vii-2.

[10]Ibid.

[11]Ibid., pp. 1-117; and Conclusions and Recommendations: A Report of the Commission on the Social Studies (Atlanta: Charles Scribner's Sons, 1934), pp. 6-19, 33-61.

social studies programs.[13] By formulating these standards, the National Council was urging the profession to deal more directly with the social problems at hand and the personal concerns troubling young people and adults in every corner of this land.[14] The result of the task force was the publication in 1971 of the Curriculum Guidelines.

The rationale behind the curriculum guidelines was the enhancement of human dignity through learning and the commitment to the principle of rational process. Human dignity means equal access to the rights and responsibilities associated with membership in a culture. Rational process refers to any systematic cognitive effort to generate, validate, and apply knowledge.[15]

These guidelines represented a set of standards for social studies programs. The guidelines recommended the following:

> (1) The social studies program should be directly the concerns of students; (2) The social studies program should deal with the real social world; (3) The social studies program should draw from currently valid knowledge representative of man's experience, culture, and beliefs; (4) Objectives should be thoughtfully selected and clearly stated in such form

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[13] Social Studies Curriculum Guidelines (Washington: National Council for the Social Studies, 1971), p. 5.

[14] Ibid., p. 6.

[15] Ibid., p. 7.

> as to furnish direction to the program; (5) Learning activities should engage students directly and actively in the learning process; (6) [There should be] strategies of instruction and learning resources; (7) The social studies program must facilitate the organization of experience; (8) Evaluation should be useful, systematic, comprehensive, and valid for objectives of the program; (9) Social studies education should receive vigorous support as a vital and responsible part of the school program.[16]

Scheiel said the social studies curriculum should reflect the practices of American society in comparison with other societies.[17] The grand theme of the social studies is man's search for the meaning of life through social relationships. Success in handling the social studies implies success in reflective thought.[18] Social studies must make way for a variety of methods called for in the Social Studies Curriculum Guidelines:

> Social studies programs, then, must include a wide variety of learning activities with appeals to many sorts of students: making surveys; tabulating and interpreting data; acting out scripts; using reference tools; reading or writing poetry; role-playing; hearing and questioning classroom speakers; writing up a policy decision; using case studies; listening to music; making a collage; brainstorming; studying films; working in a community project; conducting an investigation; advocating a thought-out position;

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[16] Ibid., pp. 15-28.

[17] Karen Scheiel, Ohio's Statewide Needs Assessment, U.S. Educational Resources Information Center, ERIC Document ED 109 217, 1974.

[18] Ivan Kraft, "Social Studies: The Search for Meaning," Social Education, XXXI (November, 1967), 597-598.

> manipulating mock-ups; simulating and gaming; making field trips; comparing points of view; studying social science books and articles; participating in discussions patterned on explicit strategies for behaviors such as communicating and valuing; and more. The purpose of such activities is not to set up what is merely clever or novel, but to offer opportunities for satisfying experience in what will lead to the objectives of instruction.[19]

The NCSS guidelines called for many of the same kinds of experiences that the Commission on the Social Studies called for earlier. A few years prior to and while NCSS was developing its guidelines, National Assessment was developing its own goals for the first nationwide social studies assessment.

NATIONAL ASSESSMENT OF SOCIAL STUDIES

In the summer of 1963, laymen and educators met with the idea of developing an educational census. The Carnegie Corporation, a private foundation, granted funds for the establishment of the Exploratory Committee on Assessing the Program of Education (ECAPE). ECAPE was to meet with educators and laymen so that their suggestions would be used in assessing progress in education. In 1968, ECAPE ended by reporting its plan of action and reorganizing into the Committee on Assessing the Progress

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[19] Social Studies Curriculum Guidelines, pp. 22-23.

of Education (CAPE). CAPE was responsible for the first national assessment in February, 1969. In July, 1969, the project, National Assessment of Educational Progress, came under the auspices of the Education Commission of the States (ECS), a compact of forty-three states and territories whose purpose is to coordinate and discuss educational problems and activities.[20]

Development of Social Studies Goals

During the summer of 1965, a section of ECAPE was charged with developing social studies goals and objectives. These social scientists awarded Educational Testing Service (ETS) the task of developing such objectives. During 1965-1966, meetings were held in various geographic areas around the United States. Each panel was composed of scholars, subject matter specialists, and lay citizens. The end results were restatements and summarizations of objectives that had appeared over the last quarter of a century.[21]

The following goals were developed to aid in assessing social studies education:

(1) Have curiosity about human affairs;
(2) Use analytic-scientific procedures effectively;

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[20] Social Studies Objectives (Denver: National Assessment of Educational Progress, 1970), p. 1.

(3) Be sensitive to creative-intuitive methods of explaining the human condition; (4) Have knowledge relevant to the major ideas and concerns of social scientists; and (5) Have a reasoned commitment to the values that sustain a free society.[22]

The principal objective of National Assessment has been to assess the changes in educational achievement over time. By doing this, NAEP can provide helpful information about education for laymen as well as professional educators.

Design of National Assessment

The project was a large undertaking. NAEP has assessed reading, mathematics, science, citizenship, writing, social studies, art, literature, music, and career-occupational development under Cycle I and part of Cycle II by the following schedule in Table 2.[23]

NAEP assessed four age groups: nine-year-olds, thirteen-year-olds, seventeen-year-olds, and young adults (twenty-six through thirty-five years of age). During the first five years, NAEP assessed more than 400,000 young Americans. These four age groups have been classified by sex, geographic region, level of parental education, size

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[22] Social Studies Objectives, pp. 9-27.

[23] William A. Mehrens, "National Assessment of Educational Progress," Childhood Education, XLVI (May, 1970), 423.

Table 2

Calendar for Assessment during Cycle I and Cycle II

Cycle I	Cycle II	Areas
1969-1970	1975-1976	Citizenship, Science, Writing
1970-1971	1976-1977	Literature, Reading
1971-1972	1977-1978	Music, Social Studies
1972-1973	1978-1979	Mathematics, Science, Career-Occupational Development
1973-1974	1979-1980	Reading, Writing
1974-1975	1980-1981	Art, Citizenship

and type of community, and race, as seen in Table 3.[24]

Table 3

National Assessment Reporting Groups

Classification	Subgroup
Age level	9-year-olds 13-year-olds 17-year-olds Young adults (26-35)
Sex	Male Female
Geographic region	Northeast Southeast Central West
Level of parental education	No high school Some high school Graduated high school Post high school
Size and type of community (STOC)	Low metropolitan High metropolitan Extreme rural Main big city Urban fringe Medium city Small places
Color	White Black

[24] General Information Yearbook, Report No. 03/04-GIY (Denver: National Assessment of Educational Progress, 1974), p. 5.

NAEP used a stratified sampling procedure. The first stage of sampling was to classify the country by region, size of community, and socioeconomic level. Then NAEP made a list of all public and private schools within a region and classified them by size of community during the second stage of sampling. A secondary sample was drawn from the list of public and private schools. The third stage of sampling was to ask the schools sampled to provide a list of all eligible students.[25]

NAEP measured educational achievement not with standardized achievement tests that are norm-referenced but with criterion-referenced exercises. All respondents have remained anonymous because no individual scores have been reported. The scientifically selected samples have been used to make inferences about the populations represented. The results estimate the percentage of people across the nation who can answer a question or perform a task.[26] The exercises are basically multiple-choice forms but call for the individuals to view pictures; listen to songs and tapes; use maps, graphs, cards, and indexes; watch a film; reply to interview questions; interpret

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[25]Ibid., p. 7.

[26]Simon S. Johnson, Update on Education (Denver: National Assessment of Educational Progress, 1975).

election ballots; and perform various other activities.[27]

SOCIAL STUDIES IN RURAL AMERICA

In 1966 James S. Coleman conducted a survey entitled Equality of Educational Opportunity. He reported that in the schools of the nonmetropolitan South, there were fewer facilities, shops, language labs, single purpose gyms, special education teachers, and curriculum choices. By grade twelve, both white and black students in the South scored well below those in the North on achievement tests. For the Negro, the problem was compounded. Black students were found in institutions with higher dropout rates and attended substandard schools. Coleman concluded that a child from a disadvantaged family has had few of his needs satisfied and has lived in an unresponsive environment. That individual cannot assume that the environment will respond to his actions. Thus, a major obstacle to achievement arises from the very way he confronts his environment. Achievement seems to be strongly related to background.[28]

The knowledge utilized by the school has reflected

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[27] Ibid., p. 30.

[28] James S. Coleman, Equality of Educational Opportunity, U.S. Educational Resources Information Center, ERIC Document ED 012 275, 1966.

the bias of the white middle class and has distorted the role of minority groups. Such distortions have prevented white people as well as members of minority groups from fully knowing themselves and their culture.[29]

In rural areas the problem of environmental influence upon the individual was most important. Although rural youth received a better education than their parents did, in rural areas the level of educational attainment was low, illiteracy was high, and 85 percent of the student population did not find the curriculum pertinent to their needs.[30] Rural Mississippi was 1.4 years below the national median for educational attainment.[31]

According to a survey by Hughes and Spence,[32] educators see rural curricula as fragmented, textbook-centered, and lacking in vocational courses. Vocational-

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[29] Social Studies Curriculum Guidelines, p. 8.

[30] Edward O. Moe and Lewis R. Tamblyn, Rural Schools as a Mechanism for Rural Development (Austin: National Educational Laboratory Publishers, Inc., 1974), pp. 2, 34, 46; see Brian Rungeling and Lewis H. Smith, Southern Rural Poverty Research Needs (University, Mississippi: Center for Manpower Studies, 1974), p. 9.

[31] Characteristics of the Population: Mississippi (Washington: Government Printing Office, 1973), p. 26-25.

[32] Larry W. Hughes and Dolphus L. Spence, Attitudes and Orientation of Rural Groups and Effects on Educational Decision-Making and Innovation by Rural School Districts, U.S. Educational Resources Information Center, ERIC Document ED 054 892, 1971.

agriculture courses predominate, even though nine out of ten rural students do not enter vocational-agriculture occupations. Few courses are job related; and most rural curriculums still reflect the college-preparatory programs, even though many educators are requesting realistic and meaningful learning experiences.[33]

Rural America is still consumed with poverty, unemployment, inadequate schooling, lower educational attainment, and illiteracy. The rural youth are not receiving an education required for full participation in modern society.[34] Urban areas are now faced with an increasing influx of poorly educated rural youth and adults who occupy urban slums and ghettos.[35]

Dawson suggested a direction for the improvement of rural education:

> If the propositions are accepted that people learn in terms of their past experiences and from environmental influences, and that rural children and youth have unique experiences and environmental influences, it must be granted that the education of rural children and youth presents unique and identifiable problems. These unique experiences, resources, and problems constitute the field of rural education. . . .[36]

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[33]Ibid.

[34]Moe and Tamblyn, p. 33.

[35]Ibid., p. 9.

[36]Howard Dawson, "Rural Education--A Backward and

NAEP has presented the disparity in achievement in its assessments. In academic areas people from families with little formal schooling, blacks, people who live in rural or low income areas, and people who live in the Southeast, showed lower achievement than national levels.[37]

NAEP's social studies assessment presents data which show that people in the Southeast demonstrated lower achievement levels than people in other regions. Generally, people in the Southeast possessed fewer social studies skills.[38] Blacks achieved lower than non-blacks in the categories of skill, knowledge, and attitude. However, blacks possessed greater knowledge than other Americans in the contribution of blacks to the nation's history and culture.[39] People whose parents had not attended high school showed lower levels of achievement than those whose parents had more formal education.[40]

Although citizenship and social studies are not synonymous, a study of citizenship conducted in rural north

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a Forward Look" (paper presented at the meeting of the National Conference on Rural Education, Washington, D. C., October 4, 1954).

[37]Johnson, p. 2.

[38]Ibid., p. 131.

[39]Ibid., pp. 136-137.

[40]Ibid., p. 139.

Mississippi is relevant to the population in this study. Rather studied the citizenship development of thirteen-year-old seventh-grade pupils attending public schools in north Mississippi communities of 3,500 or fewer persons. He administered thirty-six citizenship exercises developed for NAEP. The north Mississippi sample gave acceptable responses in small proportions than the national extreme rural sample of 1969-1970 on twenty-three of the thirty-six exercises.[41]

This study used the National Assessment model to assess the social studies achievement of thirteen-year-olds in rural north Mississippi public schools. The results of the study are presented in the following chapter.

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[41]David M. Rather, "An Assessment of Citizenship Development among Thirteen-Year-Old Students in Extreme Rural North Mississippi Public Schools" (unpublished Ed.D. dissertation, University of Mississippi, 1975).

CHAPTER III

PRESENTATION AND ANALYSIS OF THE DATA

Data for this study were gathered by administering fifty-eight social studies exercises developed by National Assessment of Education Progress (NAEP).[1] These exercises were administered in a multiple matrix sampling procedure to 390 thirteen-year-olds attending public schools in north Mississippi in communities with less than 3,500 people. The sample was subdivided as follows:

	Number in sample	Percent of sample
Male	210	53.8
Female	180	46.2
Black	210	53.8
Non-black	180	46.2

The results obtained from administering the exercises are presented in this chapter. The data are reported

[1]All exercises and criteria for acceptable responses were located in Social Studies Technical Report: Exercise Volume, Report No. 03-SS-20 (Denver: National Assessment of Educational Progress, 1975).

for each exercise. The exercises and the accompanying results have been arranged according to the National Assessment social studies objectives to which they relate. Materials such as maps, graphs, photographs, and indexes referred to in some of the exercises have not been presented in this report. They are on file in the Department of Secondary Education and Educational Media, University of Mississippi.

The results of statistical comparisons between subsamples of the north Mississippi sample and between the north Mississippi sample and the NAEP extreme rural sample are also reported in this chapter. The comparisons made within the north Mississippi sample were between males and females and between blacks and non-blacks. They were accomplished by (1) converting percentages of respondents giving acceptable responses to proportions and using proportions and numbers of respondents giving correct answers, (2) computing z-ratios of the differences between the proportions to be compared, and (3) comparing the obtained z-ratios to the critical z-ratio (1.96) at the .05 level of significance in a two-tailed test. A z-ratio of 1.96 or greater occurs by chance only five times out of one hundred in a two-tailed test for the significance of a difference. Thus, the differences related to such z-ratios are considered to be statistically significant with 95 percent confidence.

OBJECTIVE I: "HAVE CURIOSITY ABOUT HUMAN AFFAIRS"

Exercises RS003, RS005, RS006, RS007, RS018, and RAB09 relate to the objective "Have curiosity about human affairs." The objective has three subobjectives with exercises relating to each as follows:

A. Raise questions and seek answers. (RS003, (RS005, RS006, RS007)

B. Are open to new information and ideas. (RS018)

C. Try to understand why other people think and act as they do. (RAB09)

Exercise RS003

Exercise RS003 was an individually-administered exercise. It was administered to ninety-four students (fifty-five males, thirty-nine females, forty-eight blacks, and forty-six non-blacks). Following is the text for Exercise RS003:

> A. Do you like to learn about how people in other lands live, work and play? (Yes, No, I don't know, No response)
> B. Why do you feel the way you do?
> Criteria for acceptable responses were: interest in topic, interest in comparing their country or time with ours, interest leading to application of knowledge, obligation or need to get information.

The data presented in Table 4 show that more than 88 percent of the north Mississippi respondents said they would like to learn about people from other lands, and 76.6 percent of them gave acceptable explanations of why

Table 4

Percent of Respondents Giving Acceptable Responses to Exercise RS003 and Comparisons between Groups of Respondents

Question: A. Do you like to learn about how people in other lands live, work and play?
B. Why do you feel the way you do?

Acceptable responses	Percent of respondents						z-Ratios from comparisons of groups of respondents		
	Male (N=55)	Female (N=39)	Black (N=48)	Non-Black (N=46)	North Miss. Total (N=94)	Nat'l NAEP	Male-Female	Black-Non-Black	North Miss.-Nat'l
A. Yes	85.4	92.3	89.6	87.0	88.2	93.6	-1.01	.39	-2.13*
B. Gave acceptable reason	72.7	82.0	68.8	84.8	76.6	83.8	-1.05	-1.84	-1.89

*Significant at the .05 level.

Note. In this and all following tables, the term acceptable is used as defined in National Assessment of Educational Progress Social Studies Technical Report: Exercise Volume, Report No. 03-SS-20 (Washington: Government Printing Office, 1975).

they felt that way. There were no significant differences between males and females or between blacks and non-blacks. A significantly smaller proportion of north Mississippi respondents than of NEAP respondents indicated they would like to learn about people from other lands.

Exercise RS005

Exercise RS005 was a group-administered exercise. It was administered to ninety-eight students (forty-eight males, fifty females, forty-two blacks, and forty-six non-blacks). Following is the text for Exercise RS005:

> A. Which ONE of the following people would you MOST want to talk to? (City planner, Labor leader, Lawyer, Mayor, Sheriff, TV newsman, None of the above.)
> B. If you selected one of the people above, what is the ONE question you would ask him about his work?
> Criteria for acceptable reaponses were: monetary aspects, remuneration, application, qualifications, training, satisfaction with job, liking for job, specific question about nature of job (which would usually only apply to one type of person), questions which would be asked of a person because he is an expert in the field.

The data presented in Table 5 show that more than 43 percent of the north Mississippi respondents asked acceptable questions about a person's work. There were no significant differences between males and females or between blacks and non-blacks. A significantly larger proportion of NAEP respondents than of north Mississippi respondents raised appropriate questions about the listed vocations.

Table 5

Percent of Respondents Giving Acceptable Responses to Exercise RS005 and Comparisons between Groups of Respondents

Question: A. Which ONE of the following people would you MOST want to talk to? City Planner, Labor Leader, Lawyer, Mayor, Sheriff, TV Newsman, or None of the above.
B. If you selected one of the people above, what is the ONE question you would ask him about his work.

Acceptable responses	Percent of respondents						z-Ratios from comparisons of groups of respondents		
	Male (N=49)	Female (N=50)	Black (N=42)	Non-Black (N=46)	North Miss. Total (N=98)	Nat'l NAEP	Male-Female	Black-Non-Black	North Miss.-Nat'l
A. Selected one person	45.8	40.0	52.3	43.5	42.9	93.6	.58	.84	-20.21*
B. Asked an acceptable question about work	45.8	42.0	44.2	43.5	43.9	69.8	.38	.07	-5.61*

*Significant at the .05 level.

Exercise RS006

Exercise RS006 was an individually-administered exercise. It was administered to ninety-four students (fifty-five males, thirty-nine females, forty-eight blacks, and forty-six non-blacks). Following is the text for Exercise RS006:

> Suppose there are two men running for mayor in your town. One candidate thinks a large area of land in your community should be made into a public park, and the other candidate thinks the land should be used for industry.
>
> A. Tell me two things you could do to find out why each candidate thinks as he does.
>
> Criteria for acceptable responses were: question candidates, research candidates' backgrounds or attitudes, research use of land or needs of community that might indicate candidates' thinking, attend meetings, speeches and debates, obtain information from media and campaign materials.

The data presented in Table 6 show that 11.7 percent of the north Mississippi respondents gave acceptable ways of finding out why candidates think as they do. A larger proportion of males than of females gave two acceptable methods, but the difference was not significant. A larger proportion of non-blacks than of blacks gave two acceptable methods, but the difference was not significant. A significantly smaller proportion of north Mississippi respondents than of NAEP respondents gave acceptable ways of finding out why a candidate thinks as he does about a public issue.

Table 6

Percent of Respondents Giving Acceptable Responses to Exercise RS006 and Comparisons between Groups of Respondents

Question: Suppose there are two men running for mayor in your town. One candidate thinks a large area of land in your community should be made into a public park and the other candidate thinks the land should be used for industry.
A. Tell me two things you could do to find out why each candidate thinks as he does.

Acceptable responses	Percent of respondents						z-Ratios from comparisons of groups of respondents		
	Male (N=55)	Female (N=39)	Black (N=48)	Non-Black (N=46)	North Miss. Total (N=94)	Nat'l NAEP	Male-Female	Black-Non-Black	North Miss.-Nat'l
Gave two acceptable methods	12.7	10.2	6.2	17.4	11.7	41.1	.37	-1.68	-5.79*

*Significant at the .05 level.

Exercise RS007

Exercise RS007 was an individually-administered exercise. It was administered to ninety-four students (fifty-five males, thirty-nine females, forty-eight blacks, and forty-six non-blacks). Following is the text for Exercise RS007:

> A. What do you think are three important problems generally facing large cities in the United States?
>
> Criteria for acceptable responses were: pollution, overpopulation, lack of housing, poverty and poor housing, intergroup relations, crime, social disorders, economic problems, transportation, education, government, health problems, drugs, moral change, natural disasters.
>
> B. Which one of the problems you named would you MOST want to ask questions about?
>
> Criteria for acceptable responses were: naming one of the problems stated in "A."
>
> C. What two questions would you ask about this problem to find out more about it?
>
> Criteria for acceptable responses were: questions about the nature of the problem, questions about solving the problem.
>
> D. Name two sources that would help you learn more about the problem you most want to ask questions about.
>
> E. Name as many additional sources as you can that would help you learn more about the problem you MOST want to ask questions about.
>
> Criteria for acceptable responses to "D" and "E" were: newspapers and magazines, radio, TV, films, books, library, government officials, workers or agencies, government literature, direct observation or talk to person involved in problem, authorities, special interest groups.

The data presented in Table 7 show that 19.1 percent of the north Mississippi respondents gave an acceptable response to all categories concerning problems facing large

Table 7

Percent of Respondents Giving Acceptable Responses to Exercise RS007 and Comparisons between Groups of Respondents

Question: A. What do you think are three important problems generally facing large cities in the United States?
B. Which one of the problems you named would you MOST want to ask questions about?
C. What two questions would you ask about this problem to find out more about it?
D. Name two sources that would help you learn more about the problem you most want to ask questions about.
E. Name as many additional sources as you can that would help you learn more about the problem you want to ask questions about.

Acceptable responses	Percent of respondents						Z-Ratios from comparisons of groups of respondents		
	Male (N=55)	Female (N=39)	Black (N=48)	Non-Black (N=46)	North Miss. Total (N=94)	Nat'l NAEP	Male-Female	Black-Non-Black	North Miss.-Nat'l
A. Identified three problems	34.5	35.9	25.0	45.7	35.1	56.6	- .13	-2.10*	-4.20*
B. Selected problem	76.4	79.5	60.4	95.7	78.7	79.9	- .36	-4.09*	.29
C. Gave two questions	47.3	51.3	41.7	56.5	48.9	66.3	- .38	-1.44	-3.56*
D. Named two sources	41.8	28.2	27.1	45.7	36.2	53.8	1.35	-1.87	-3.42*
E. Named at least one additional source	16.4	17.9	8.3	26.1	17.0	25.9	- .20	-2.29*	-1.96*
Identified three problems, gave two questions, named two sources, named one additional source	23.6	12.8	8.3	30.4	19.1	34.5	1.31	-2.72*	-3.14*

*Significant at the .05 level.

cities. A larger proportion of males than of females gave acceptable responses to all categories, but the difference was not significant. A significantly larger proportion of non-blacks than of blacks identified three problems facing large cities, named a problem to ask questions about, gave two sources for information about the problem, and named at least one additional source for information about the problem. A significantly smaller proportion of north Mississippi respondents than of NAEP respondents gave acceptable responses to all categories.

Exercise RS018

Exercise RS018 was an individually-administered exercise. It was administered to ninety-four students (fifty-five males, thirty-nine females, forty-eight blacks, and forty-six non-blacks). Following is the text for Exercise RS018:

> A. If you were to receive summaries of two new scientific studies on smoking, one of which was reported by the government and the other by the tobacco industry, which would you read? (The government report only, The tobacco industry report only, Both the government and the tobacco industry reports, Neither the government nor the tobacco industry report, I don't know, No response.)
>
> B. Please give a reason for your answer.
>
> Criteria for acceptable responses were: would read both, would read government report only, and would read tobacco report only.

The data presented in Table 8 show that 63 percent of the north Mississippi respondents would read both

Table 8

Percent of Respondents Giving Acceptable Responses to Exercise RS018 and Comparisons between Groups of Respondents

Question: A. If you were to receive summaries of two scientific studies on smoking, one of which was reported the government and the other by the tobacco industry, which would you read?
B. Please give a reason for your answer.

Acceptable responses	Percent of respondents						z-Ratios from comparisons of groups of respondents		
	Male (N=55)	Female (N=39)	Black (N=48)	Non-Black (N=46)	North Miss. Total (N=94)	Nat'l NAEP	Male-Female	Black-Non-Black	North Miss.-Nat'l
A. Both	63.6	64.1	54.2	73.9	63.8	73.8	- .05	-1.99*	-2.20*
B. Gave acceptable reasons	49.1	51.3	43.8	56.5	50.0	66.5	- .20	-1.23	-3.38*

*Significant at the .05 level.

reports and that more than 50 percent of gave an acceptable reason. A larger proportion of females than males read both reports and gave an acceptable reason, but the difference was not significant. A significantly larger proportion of non-blacks than of blacks read both reports. A larger proportion of non-blacks gave an acceptable reason, but the difference was not significant. A significantly smaller proportion of north Mississippi respondents than of NAEP respondents chose to read both reports and gave an acceptable reason for their answer.

Exercise RAB09

Exercise RAB09 was an individually administered exercise. It was administered to ninety-four students (fifty-five males, thirty-nine females, forty-eight blacks, and forty-six non-blacks). Following is the text for Exercise RAB09:

> Tell me three reasons why you think people who live in areas where there are poor housing and living conditions don't move into better neighborhoods.
> Criteria for acceptable responses were: lack of funds, lack of employment, lack of education, discrimination, security, accessibility to job in old neighborhood, lack of housing in new neighborhood.

The data presented in Table 9 show that 23.4 percent of north Mississippi respondents gave three acceptable reasons. There were no significant differences between males and females. A significantly larger proportion of

Table 9

Percent of Respondents Giving Acceptable Responses to Exercise RAB09 and Comparisons between Groups of Respondents

Question: Tell me three reasons why you think people who live in areas where there are poor housing and living conditions don't move into better neighborhoods.

Acceptable responses	Percent of respondents						z-Ratios from comparisons of groups of respondents		
	Male (N=55)	Female (N=39)	Black (N=48)	Non-Black (N=46)	North Miss. Total (N=94)	Nat'l NAEP	Male-Female	Black-Non-Black	North Miss.-Nat'l
Gave exactly one reason	27.3	33.3	33.3	26.1	29.8	39.4	- .63	.76	-1.90
Gave exactly two reasons	36.4	33.3	37.5	32.6	35.1	37.0	.30	.49	- .38
Gave exactly three reasons	25.4	20.5	14.6	32.6	23.4	12.1	.55	-2.06*	3.35

*Significant at the .05 level.

non-blacks than of blacks gave three reasons why people do not move into better neighborhoods. A significantly larger proportion of north Mississippi respondents than of NAEP respondents gave three reasons why people do not move into better neighborhoods.

Summary of Results on Objective I

Less than 50 percent of the north Mississippi respondents gave acceptable answers on four out of six exercises in Objective I, males were higher than females on four out of six exercises, and non-blacks were well above blacks on five out of six exercises. The NAEP respondents were considerably higher than the north Mississippi respondents on five exercises.

Twice as many north Mississippi respondents as NAEP respondents named reasons why people who live in poor areas do not move into better neighborhoods. The NAEP extreme rural respondents showed more curiosity about other people than the north Mississippi respondents. Fewer north Mississippi respondents were able to analyze a candidate's position on an issue than NAEP respondents. NAEP respondents tended to be more familiar with problems facing large cities than north Mississippi respondents, and NAEP respondents had a stronger commitment to understanding both points of view than north Mississippi respondents.

OBJECTIVE II: "USE ANALYTIC-SCIENTIFIC PROCEDURES EFFECTIVELY"

Exercises RAB09, RS006, RS002, RSI31, RSI23, RS020, RS021, RS014, RSI26, RSI21, RS017, RSI25, RSI11 relate to the objective "Use analytic-scientific procedures effectively." The objective has four subobjectives with exercises relating to each as follows:

A. Identify and define problems and issues. (RAB09)

B. Obtain information from a variety of sources. (RS006, RS022, RSI31, RSI23, RS020, RS014, RSI26)

C. Distinguish facts from opinion, relevant from irrelevant information, and reliable from unreliable. (RS021, RSI21, RS014, RS017)

D. Detect logical errors, unstated assumptions, and unwarranted assertions, aware of social causation. (RSI25, RSI11)

Exercise RS022

Exercise RS022 was a group-administered exercise. It was administered to ninety-eight students (forty-eight males, fifty females, fifty-two blacks, and forty-six non-blacks). Following is the text for Exercise RS022:

A. The opposite page is from an index of an American history book. Write the page number or

numbers from the index where you would find information about each of the topics listed below.

(1) Government control of business
Page(s) _____

(2) The Annexation of Austria by Nazi Germany
Page(s) _____

(3) Lincoln's assassination by John Wilkes Booth
Page(s) _____

The data presented in Table 10 show that from 43.9 to 86.7 percent of the north Mississippi respondents correctly used the index. A significantly larger proportion of males than of females used the index to locate government control of business. A larger proportion of females than of males used the index to locate the annexation of Austria by Nazi Germany, but the difference was not significant. A significantly larger proportion of females than of males used the index to locate Lincoln's assassination by John Wilkes Booth. A significantly larger proportion of non-blacks than of blacks used the index to locate government control of business and the annexation of Austria by Nazi Germany. A larger proportion of non-blacks than of blacks used the index to locate the annexation of Austria by Nazi Germany. A significantly larger proportion of north Mississippi respondents than of NAEP respondents used the index to locate the annexation of Austria by Nazi Germany. A larger proportion of north Mississippi respondents than of NAEP respondents used the index to locate government control of business and Lincoln's assassination by John Wilkes Booth, but the difference was not significant.

Table 10

Percent of Respondents Giving Acceptable Responses to Exercise RS022 and Comparisons between Groups of Respondents

Question: The opposite page is from an index of an American history book. Write the page number or numbers from the index where you would find information about each of the topics listed below.

Acceptable responses	Percent of respondents						z-Ratios from comparisons of groups of respondents		
	Male (N=48)	Female (N=50)	Black (N=52)	Non-Black (N=46)	North Miss. Total (N=98)	Nat'l NAEP	Male-Female	Black-Non-Black	North Miss.-Nat'l
1. Government control of business (pp. 430-341)	93.7	80.0	76.9	97.8	86.7	86.1	2.00*	-3.04*	.17
2. The annexation of Austria by Nazi Germany (pp. 507-508)	66.6	74.0	59.6	82.6	70.4	60.6	- .80	-2.49*	1.99
3. Lincoln's assassination by John Wilkes Booth (p. 328)	33.3	54.0	38.5	50.0	43.9	40.6	-2.06*	-1.14	.66

*Significant at the .05 level.

Exercise RSI31

Exercise RSI31 was an individually-administered exercise. It was administered to ninety-four students (fifty-five males, thirty-nine females, forty-eight blacks, and forty-six non-blacks). Following is the text for Exercise RSI31:

> Look at the cartoon on the opposite page. What idea is the artist trying to put across in this cartoon?
>
> Criteria for acceptable responses were: identifies contrasts or relationships in cartoon, identifies more than one of the major points made in the cartoon but does not note any contrasts or relationships, identifies one major point made in the cartoon but does not note any contrasts or relationships.

The data presented in Table 11 show that 60.6 percent of the north Mississippi respondents identified the artist's meaning in the cartoon. A significantly larger proportion of males than of females identified the artist's meaning in the cartoon. A larger proportion of non-blacks than of blacks identified the artist's meaning in the cartoon, but the difference was not significant. A significantly smaller proportion of north Mississippi respondents than of NAEP respondents identified the artist's meaning in the cartoon.

Exercise RSI23

Exercise RSI23 was a group-administered exercise. It was administered to ninety-nine students (fifty-seven

Table 11

Percent of Respondents Giving Acceptable Responses to Exercise RSI31 and Comparisons between Groups of Respondents

Question: Look at the cartoon on the opposite page. What idea is the artist trying to put across in this cartoon?

Acceptable response	Percent of respondents						z-Ratios from comparisons of groups of respondents		
	Male (N=55)	Female (N=39)	Black (N=48)	Non-Black (N=46)	North Miss. Total (N=94)	Nat'l NAEP	Male-Female	Black-Non-Black	North Miss.-Nat'l
Gave acceptable idea	69.1	48.7	58.3	63.0	60.6	75.9	1.99*	- .46	-3.46*

*Significant at the .05 level.

males, forty-two females, fifty-four blacks, and forty-five non-blacks). Following is the text for Exercise RSI23:

> Look at the graph, then answer the question below it. The average retail price of apples was highest in which month? (January, July, October, December, I don't know)

The data presented in Table 12 show that 84.8 percent of the north Mississippi respondents identified the correct month from data in the graph. There were no significant differences between males and females. A significantly larger proportion of non-blacks than of blacks used the graph to determine the month in which the price of apples was highest. A significantly smaller proportion of north Mississippi respondents than NAEP respondents successfully used the graph.

Exercise RS020

Exercise RS020 was a group-administered exercise. It was administered to ninety-nine students (fifty-seven males, forty-two females, fifty-four blacks, and forty-five non-blacks). Following is the text for Exercise RS020:

> The following question refers to the index from a social studies book printed on the opposite page.
>
> A. What page(s) would you look on to find out how sabotage was used during the Civil War?

The data presented in Table 13 show that 78.8 percent of the north Mississippi respondents identified the page. A larger proportion of females than of males

Table 12

Percent of Respondents Giving Acceptable Responses to Exercise RSI23 and Comparisons between Groups of Respondents

Question: Look at the graph, then answer the question below it. The average retail price of apples was highest in which month?

Acceptable responses	Percent of respondents						z-Ratios from comparisons of groups of respondents		
	Male (N=57)	Female (N=42)	Black (N=54)	Non-Black (N=45)	North Miss. Total (N=99)	Nat'l NAEP	Male-Female	Black-Non-Black	North Miss.-Nat'l
July	84.2	85.7	74.1	97.8	84.8	94.5	- .20	-3.28*	-4.23*

*Significant at the .05 level.

Table 13

Percent of Respondents Giving Acceptable Responses to Exercise RS020 and Comparisons between Groups of Respondents

Question: The following question refers to the index from a social studies book printed on the opposite page.
A. What page(s) would you look on to find out how sabotage was used during the Civil War?

Acceptable responses	Percent of respondents						z-Ratios from comparisons of groups of respondents		
	Male (N=57)	Female (N=42)	Black (N=54)	Non-Black (N=45)	North Miss. Total (N=99)	Nat'l NAEP	Male-Female	Black-Non-Black	North Miss.-Nat'l
Page 163	71.9	88.1	70.4	88.9	78.8	81.9	-1.94	-2.24*	- .80

*Significant at the .05 level.

identified the page, but the difference was not significant. A significantly larger proportion of non-blacks than of blacks identified the page. There was no significant difference between north Mississippi respondents and NAEP respondents on this exercise.

Exercise RS021

Exercise RS021 was a group-administered exercise. It was administered to ninety-nine students (fifty males, forty-nine females, fifty-six blacks, and forty-three non-blacks). Following is the text for Exercise RS021:

> Suppose you were studying the Civil War in your social studies class and you wanted to find the answers to these two questions:
> How did Lincoln feel about the South?
> How did the South feel about Lincoln?
> On the opposite page are four of the cards you might find under LINCOLN, ABRAHAM in the card catalogue in the school library.
> Fill in the oval beside the card for the book that would BEST help you answer the two questions above.

The data presented in Table 14 show that 63.6 percent of the north Mississippi respondents chose the appropriate card catalogue entry. A significantly larger proportion of females than of males selected the acceptable answer. A significantly larger proportion of non-blacks than of blacks chose the correct card. A significantly smaller proportion of north Mississippi respondents than of NAEP respondents gave acceptable answers on the exercise.

Table 14

Percent of Respondents Giving Acceptable Responses to Exercise RS021 and Comparisons between Groups of Respondents

Question: Suppose you were studying the Civil War in your social studies class and you wanted to find the answers to these two questions:
How did Lincoln feel about the South. How did the South feel about Lincoln?
Choose best title in card catelogue.

Acceptable responses	Percent of respondents						z-Ratios from comparisons of groups of respondents		
	Male (N=50)	Female (N=49)	Black (N=56)	Non-Black (N=43)	North Miss. Total (N=99)	Nat'l NAEP	Male-Female	Black-Non-Black	North Miss.-Nat'l
Lincoln, Abraham, President of United States (1809-1895)	52.0	75.5	48.2	83.7	63.6	73.5	-2.43*	-3.64*	-2.23*

*Significant at the .05 level.

Exercise RS014

Exercise RS014 was a group-administered exercise. It was administered to ninety-eight students (forty-eight males, fifty females, fifty-two blacks, and forty-six non-blacks). Following is the text for Exercise RS014:

> Suppose someone wanted to know what had happened in our country or in the world within the last 24 hours. Would each of the following be a good way for that person to find out?
>
> A. Would reading the daily newspaper be a good way to find out what had happened in the last 24 hours? (Yes, No, I don't know)
>
> B. Would looking in an encyclopedia be a good way to find out what had happened in the last 24 hours? (Yes, No, I don't know)
>
> C. Would watching the news on television be a good way to find out what had happened in the last 24 hours? (Yes, No, I don't know)

The data presented in Table 15 show that more than 95 percent of north Mississippi respondents identified sources of information for events occurring within the past 24 hours. A larger proportion of females than of males identified sources of current information, but the difference was not significant. A larger proportion of non-blacks than of blacks identified sources of current information, but the difference was not significant. There was no significant difference between north Mississippi respondents and NAEP respondents on this exercise.

Exercise RSI26

Exercise RSI26 was a group-administered exercise. It was administered to ninety-nine students (fifty-seven

Table 15

Percent of Respondents Giving Acceptable Responses to Exercise RS014 and Comparisons between Groups of Respondents

Question: Suppose someone wanted to know what had happened in our country or in the world within the last 24 hours. Would each of the following be a good way for that person to find out?

Acceptable responses	Percent of respondents						z-Ratios from comparisons of groups of respondents		
	Male (N=48)	Female (N=50)	Black (N=52)	Non-Black (N=46)	North Miss. Total (N=98)	Nat'l NAEP	Male-Female	Black-Non-Black	North Miss.-Nat'l
Reading daily newspaper	97.0	98.0	96.1	100.0	97.0	96.5	- .02	-1.34	.75
Not looking in an encyclopedia	95.8	96.0	92.3	100.0	95.9	97.0	- .04	-1.92	- .64
Watching news on television	97.9	100.0	98.0	100.0	98.9	98.2	-1.02	- .94	.52

males, forty-two females, fifty-four blacks, and forty-five non-blacks). Following is the text for Exercise RSI26:

> The table below gives the latitude and longitude of five places. You may use the map on the opposite page to answer the question below the table.
>
> | Place | Latitude | Longitude |
> |---|---|---|
> | A | 2°N | 65°W |
> | B | 46°S | 171°E |
> | C | 42°N | 83°W |
> | D | 48°N | 14°E |
> | E | 30°S | 31°E |
>
> Which one of the five places is located IN or NEAR the Pacific Ocean? (A, B, C, D, E, I don't know)

The data presented in Table 16 show that 15.1 percent of the north Mississippi respondents chose the correct place location. A larger proportion of males than of females performed the exercise task acceptably, but the difference was not significant. A larger proportion of blacks than of non-blacks found the proper location, but the difference was not significant. There were no significant differences between north Mississippi respondents and NAEP respondents.

Exercise RSI21

Exercise RSI21 was a group-administered exercise. It was administered to ninety-eight students (forty-eight males, fifty females, fifty-two blacks, and forty-six non-blacks). Following is the text for Exercise RSI21:

> Look at the graph and answer the question below it.

Table 16

Percent of Respondents Giving Acceptable Responses to Exercise RS126 and Comparisons between Groups of Respondents

Question: The table below gives the latitude and longitude of five places. You may use the map on the opposite page to answer the question below the table. Which one of the five places is located IN or NEAR the Pacific Ocean?

Acceptable responses	Percent of respondents						z-Ratios from comparisons of groups of respondents		
	Male (N=57)	Female (N=42)	Black (N=54)	Non-Black (N=45)	North Miss. Total (N=99)	Nat'l NAEP	Male-Female	Black-Non-Black	North Miss.-Nat'l
Place B (46°S 171°E)	17.5	11.9	16.7	13.3	15.1	17.1	.77	.46	- .52

> Does this graph show that more money was spent on building and improving the roads in the United States in 1960 than in 1900? (Yes, No, I don't know)

The data presented in Table 17 show that 22.4 percent of the north Mississippi sample gave acceptable answers. A larger proportion of males than of females read the graph correctly, but the difference was not significant. A larger proportion of blacks than of non-blacks chose the acceptable response to the exercise, but the difference was not significant. A significantly smaller proportion of north Mississippi respondents than of NAEP respondents read the graph correctly.

Exercise RS017

Exercise RS017 was a group-administered exercise. It was administered to ninety-eight students (forty-eight males, fifty females, fifty-two blacks, and forty-six non-blacks). Following is the text for Exercise RS017:

> Suppose your teacher has asked all of the students in your class to find out how many people immigrated to this country in 1900. Which one of the following do you think would be the MOST dependable or reliable source for finding out how many people immigrated to the United States in 1900? (An article about immigrants in a popular magazine, a very old neighbor who immigrated to the United States, a fiction story about a young girl who came to this country and who became a citizen, immigration dates and figures in a book put out by the United States Census Bureau, I don't know)

Table 17

Percent of Respondents Giving Acceptable Responses to Exercise RSI21 and Comparisons between Groups of Respondents

Question: Look at the graph and answer the question below it. Does this graph show that more money was spent on building and improving the roads in the United States in 1960 than in 1900?

Acceptable responses	Percent of respondents						z-Ratios from comparisons of groups of respondents		
	Male (N=48)	Female (N=50)	Black (N=52)	Non-Black (N=46)	North Miss. Total (N=98)	Nat'l NAEP	Male-Female	Black-Non-Black	North Miss.-Nat'l
No	22.9	22.0	23.1	21.7	22.4	42.3	.10	.16	-4.00*

*Significant at the .05 level.

The data presented in Table 18 show that 85.7 percent of the north Mississippi respondents identified the Census Bureau as the most reliable source. A larger proportion of males than of females chose the acceptable answer, but the difference was not significant. A larger proportion of non-blacks than of blacks correctly identified the most reliable source, but the difference was not significant. There was no significant difference between north Mississippi respondents and NAEP respondents.

Exercise RSI25

Exercise RSI25 was a group-administered exercise. It was administered to ninety-nine students (fifty-seven males, forty-two females, fifty-four blacks, and forty-five non-blacks). Following is the text for Exercise RSI25:

> According to the graph above, which one of the following statements is TRUE? (Russians eat more cabbage than Americans, Russians work more hours per day than Americans, more coffee is grown in Russia than in the United States, Russians work approximately 6 times longer to buy a dozen eggs than Americans work, I don't know)

The data presented in Table 19 show that 13.1 percent of the north Mississippi sample read the graph correctly. A larger proportion of males than of females selected the answer supported by the graph data, but the difference was not significant. A larger proportion of non-blacks than of blacks correctly interpreted the graph,

Table 18

Percent of Respondents Giving Acceptable Responses to Exercise RS017 and Comparisons between Groups of Respondents

Question: Suppose your teacher has asked all of the students in your class to find out how many people immigrated to this country in 1900; which one of the following do you think would be the MOST dependable or reliable source for finding out how many people immigrated to the United States in 1900?

Acceptable responses	Percent of respondents						z-Ratios from comparisons of groups of respondents		
	Male (N=48)	Female (N=50)	Black (N=52)	Non-Black (N=46)	North Miss. Total (N=98)	Nat'l NAEP	Male-Female	Black-Non-Black	North Miss.-Nat'l
Gave acceptable source	87.5	84.0	80.7	91.3	85.7	85.8	.49	-1.48	-.02

Table 19

Percent of Respondents Giving Acceptable Responses to Exercise RS125 and Comparisons between Groups of Respondents

Question: According to the graph above, which one of the following statements is TRUE?

Acceptable responses	Percent of respondents						z-Ratios from comparisons of groups of respondents		
	Male (N=57)	Female (N=42)	Black (N=54)	Non-Black (N=45)	North Miss. Total (N=99)	Nat'l NAEP	Male-Female	Black-Non-Black	North Miss.-Nat'l
Russians work approximately six times longer to buy a dozen eggs than Americans work	14.0	11.9	11.1	15.5	13.1	25.4	.31	- .65	-2.81*

*Significant at the .05 level.

but the difference was not significant. A significantly smaller proportion of north Mississippi respondents than of NAEP respondents gave acceptable answers to the exercise.

Exercise RSI11

Exercise RSI11 was a group-administered exercise. It was administered to ninety-eight students (forty-eight males, fifty females, fifty-two blacks, and forty-six non-blacks). Following is the text for Exercise RSI11:

> Read the two statements below and then answer the question which follows them.
> 1. Freedom of speech is necessary to a democracy.
> 2. There was no freedom of speech in Nazi Germany.
> Which one of the following statements is a logical conclusion to the two statements above? (Hitler made very few speeches, Nazi Germany was not a democracy, There were no democrats in Nazi Germany, Countries which opposed Nazi Germany had freedom of speech, I don't know)

The data presented in Table 20 show that 44.9 percent of the north Mississippi respondents identified the logical conclusion. A larger proportion of males than of females chose the correct conclusion, but the difference was not significant. A larger proportion of non-blacks than of blacks answered acceptably, but the difference was not significant. There was no significant difference between north Mississippi respondents and NAEP respondents on the exercise.

Table 20

Percent of Respondents Giving Acceptable Responses to Exercise RSI11 and Comparisons between Groups of Respondents

Question: Read the two statements below and then answer the question which follows them.
1. Freedom of speech is necessary to a democracy.
2. There was no freedom of speech in Nazi Germany.
Which one of the following statements is a logical conclusion to the two statements above?

Acceptable responses	Percent of respondents						z-Ratios from comparisons of groups of respondents		
	Male (N=48)	Female (N=50)	Black (N=52)	Non-Black (N=46)	North Miss. Total (N=98)	Nat'l NAEP	Male-Female	Black-Non-Black	North Miss.-Nat'l
Nazi Germany was not a democracy	47.9	42.0	36.5	54.3	44.9	48.9	.59	-1.77	- .79

Summary of Results on Objective II

More than 60 percent of the north Mississippi respondents gave acceptable answers on seven out of thirteen exercises in Objective II, males were higher than females on eight out of thirteen exercises, and non-blacks were well above blacks on eleven out of thirteen exercises. The NAEP respondents were considerably higher than the north Mississippi respondents on ten exercises.

More north Mississippi respondents than NAEP respondents were able to use successfully an American history index to locate information. Twice as many NAEP respondents as north Mississippi respondents were better at interpreting graphs. Fewer north Mississippi respondents than NAEP respondents were adept in library skills. NAEP respondents tended to be more familiar with statements leading to logical conclusions than north Mississippi respondents, and more NAEP respondents than north Mississippi respondents had a rudimentary understanding of analyzing cartoons.

OBJECTIVE III: "ARE SENSITIVE TO CREATIVE-INTUITIVE METHODS OF EXPLAINING THE HUMAN CONDITION"

Exercises RSI31, RSI28, RSI32, RSI13, RSI13, and RSI17 relate to the objective "Are sensitive to creative-

intuitive methods of explaining the human condition." The objective has two subobjectives with exercises relating to each as follows:

A. Obtain insight into human affairs from history and philosophy, and from fiction and other forms of art. (RSI26, RSI32, RSI33, RSI31)

B. Distinguish personalized explanations of human affairs from scientific-objective explanations. (RSI13, RSI17)

Exercise RSI28

Exercise RSI28 was an individually-administered exercise. It was administered to ninety-four students (fifty-five males, thirty-nine females, forty-eight blacks, and forty-six non-blacks). Following is the text for Exercise RSI28:

> This is a picture of a mother and her children. Look at it carefully and tell me as much as you can about this family.
> Criteria for acceptable responses were: recognizes poverty, love and sadness, love or happiness, poverty and sadness.

The data presented in Table 21 show that 77.7 percent of the north Mississippi respondents acceptably described the picture of a mother and her children. A larger proportion of males than of females showed insight into the situation of the mother and her children, but the

Table 21

Percent of Respondents Giving Acceptable Responses to Exercise RSI28 and Comparisons between Groups of Respondents

Question: This is a picture of a mother and her children. Look at it carefully and tell me as much as you can about this family.

Acceptable responses	Percent of respondents						z-Ratios from comparisons of groups of respondents		
	Male (N=55)	Female (N=39)	Black (N=48)	Non-Black (N=46)	North Miss. Total (N=94)	Nat'l NAEP	Male-Female	Black-Non-Black	North Miss.-Nat'l
Gave acceptable information about family	83.6	69.2	75.0	80.4	77.7	92.1	1.65	- .63	-5.17*

*Significant at the .05 level.

difference was not significant. A larger proportion of non-blacks than of blacks responded to the conditions depicted, but the difference was not significant. A significantly smaller proportion of north Mississippi respondents than of NAEP respondents acceptably responded to the picture of the mother and her children.

Exercise RSI32

Exercise RSI32 was a group-administered exercise. It was administered to ninety-nine students (fifty-seven males, forty-two females, fifty-four blacks, and forty-five non-blacks). Following is the text for Exercise RSI32:

> Please listen carefully to this recording of "Walk a Mile in My Shoes." While listening, try to identify the main idea or message expressed in the recording. What is the main idea or message expressed in this recording?
>
> Criteria for acceptable responses were: recognized importance of understanding others' feelings, actions, and life styles.

The data presented in Table 22 show that 30.3 percent of the north Mississippi respondents identified the main idea of the recording. A significantly larger proportion of females than of males recognized the main idea or message expressed in the recording. A larger proportion of non-blacks than of blacks identified the main idea or message expressed in the recording, but the difference was not significant. There were no significant differences between the north Mississippi sample and the NAEP extreme rural respondents.

Table 22

Percent of Respondents Giving Acceptable Responses to Exercise RSI32 and Comparisons between Groups of Respondents

Question: What is the main idea or message expressed in the recording (Walk a Mile in My Shoes).

Acceptable responses	Percent of respondents						z-Ratios from comparisons of groups of respondents		
	Male (N=57)	Female (N=42)	Black (N=54)	Non-Black N=45)	North Miss. Total (N=99)	Nat'l NAEP	Male Female	Black-Non-Black	North Miss.-Nat'l
Gave acceptable idea or message	19.3	45.2	29.6	31.1	30.3	29.2	-2.78*	- .16	.24

*Significant at the .05 level.

Exercise RSI33

Exercise RSI33 was a group-administered exercise. It was administered to ninety-nine students (fifty males, forty-nine females, fifty-six blacks, and forty-three non-blacks). Following is the text for Exercise RSI33:

> Please listen carefully to this recording of "Carefully Taught" from South Pacific. While listening, try to identify the main idea or message. What is the song about?
>
> Criteria for acceptable responses were: reference to the learning of fear, hatred, prejudice, moralizes on the basis of the song, copies the main idea or message verbatim from the song.

The data presented in Table 23 show that 26.2 percent of the north Mississippi respondents identified the main idea or message of the recording. A larger proportion of females than of males explained what the song was about, but the difference was not significant. A larger proportion of blacks than of non-blacks recognized the main idea, but the difference was not significant. There was no significant difference between the north Mississippi respondents and the NAEP respondents.

Exercise RSI13

Exercise RSI13 was a group-administered exercise. It was administered to ninety-nine students (fifty males, forty-nine females, fifty-six blacks, and forty-three non-blacks). Following is the text for Exercise RSI13:

Table 23

Percent of Respondents Giving Acceptable Responses to Exercise RSI33 and Comparisons between Groups of Respondents

Question: Please listen carefully to this recording of "Carefully Taught" from South Pacific. While listening, try to identify the main idea or message. What is the song about?

Acceptable responses	Percent of respondents						z-Ratios from comparisons of groups of respondents		
	Male (N=50)	Female (N=49)	Black (N=56)	Non-Black (N=43)	North Miss. Total (N=99)	Nat'l NAEP	Male-Female	Black-Non-Black	North Miss.-Nat'l
Gave acceptable idea or message	20.0	32.7	28.5	23.2	26.2	22.7	-1.43	.60	.83

Read the following statements made by four speakers. You will be asked to tell which speaker bases his opinion on facts rather than on his personal feelings.

Speaker I: I think Hunter lost the election because members of his own political party failed to support him. I heard from Walters that the Crash Party decided at a secret meeting not to work for Hunter but to support his opponent, Pallor.

Speaker II: I don't think so. Hunter's campaign manager told me that Pallor's workers were buying votes. They were offering the people two dollars each if they would vote for Pallor. That's why Hunter lost.

Speaker III: I disagree with both of you. According to a poll taken after the election, 84 percent of the people questioned said they voted for Pallor because he promised to lower taxes. Hunter lost the election largely because of this issue.

Speaker IV: It is perfectly obvious that Hunter lost because of his religion. I've heard people all over town whispering that they would never vote for a member of that religion.

Which speaker bases his opinion more on facts than on his personal feelings? (Speaker I, Speaker II, Speaker III, Speaker IV, I don't know)

The data presented in Table 24 show that 67.7 percent of the north Mississippi respondents identified the correct speaker. There was no significant difference between the males and females in discriminating between factual statements and opinion statements. A significantly larger proportion of non-blacks than of blacks selected the acceptable answer. There was no significant difference between north Mississippi respondents and NAEP respondents.

Exercise RSI17

Exercise RSI17 was a group-administered exercise. It was administered to ninety-nine students (fifty-seven

Table 24

Percent of Respondents Giving Acceptable Responses to Exercise RSI13 and Comparisons Between Groups of Respondents

Question: Read the following statements by four speakers. Which speaker bases his opinion more on facts than on his personal feelings?

Acceptable responses	Percent of respondents						z-Ratios from comparisons of groups of respondents		
	Male (N=50)	Female (N=49)	Black (N=55)	Non-Black (N=43)	North Miss. Total (N=99)	Nat'l NAEP	Male-Female	Black-Non-Black	North Miss.-Nat'l
Speaker III	68.0	67.3	58.9	79.0	67.7	69.8	.07	-2.12*	- .46

*Significant at the .05 level.

males, forty-two females, fifty-four blacks, and forty-five non-blacks). The following is the text for Exercise RSI17:

> Some things CAN BE proved to be true or false. Some things CANNOT BE proved to be true or false.
>
> Read each of the statements below and decide whether it can or cannot be proved. If you think it CAN be proved, fill in the oval beside "Can be proved." If you think if CANNOT be proved, fill in the oval beside "Cannot be proved." If you do not know the answer, fill in the oval beside "I don't know." An example is done for you.
>
> Example: The earth is almost round. (Can be proved, Cannot be proved, I don't know)
>
> You would fill in the oval beside "Can be proved" as is shown, because it can be proved that the earth is almost round. Now you do A and B in the same way.
>
> A. People from Mexico are nicer than people from Canada. (Can be proved, Cannot be proved, I don't know)
>
> B. One religion is better than another religion. (Can be proved, Cannot be proved, I don't know)

The data presented in Table 25 show that 44.4 percent of the north Mississippi respondents identified that it cannot be proved that people from Mexico are nicer than people from Canada and 74.7 percent identified that it cannot be proved that one religion is better than another religion. A larger proportion of males than of females responded that it cannot be proved that people from Mexico are nicer than people from Canada, but the difference was not significant. A significantly larger proportion of females than of males responded that it cannot be proved that one religion is better than another. Larger

Table 25

Percent of Respondents Giving Acceptable Responses to Exercise RSI17 and Comparisons between Groups of Respondents

uestion: Some things CAN BE proved to be true or false. Some things CANNOT BE proved to be true or false. Read each statement below and decide whether it can or cannot be proved.
A. People from Mexico are nicer than people from Canada.
B. One religion is better than another religion.

ceptable responses	Percent of respondents						z-Ratios from comparisons of groups of respondents		
	Male (N=57)	Female (N=42)	Black (N=54)	Non-Black (N=45)	North Miss. Total (N=99)	Nat'l NAEP	Male-Female	Black-Non-Black	North Miss.-Nat'l
Cannot be proved	49.1	38.1	38.9	51.1	44.4	65.6	1.09	-1.21	-4.41*
Cannot be proved	61.4	92.9	74.1	75.6	74.7	76.2	-3.56*	- .16	- .35

*Significant at the .05 level.

proportions of non-blacks than of blacks identified non-provable statements, but the differences were not significant. A significantly smaller proportion of north Mississippi respondents than of NAEP respondents identified that it cannot be proved that people from Mexico are nicer than people from Canada. A smaller proportion of north Mississippi respondents than of NAEP respondents identified that it cannot be proved that one religion is better than another religion, but the difference was not significant.

Summary of Results on Objective III

More than 60 percent of the north Mississippi respondents gave acceptable answers on three out of six exercises on Objective III. Males were higher than females on three out of six exercises and non-blacks were well above blacks on five out of six exercises. The NAEP respondents were higher than the north Mississippi on four exercises.

Fewer north Mississippi respondents than NAEP respondents were able to distinguish between provable and non-provable statements. More north Mississippi respondents than NAEP respondents were able to identify the main idea in musical selections. NAEP respondents were able to distinguish factual from opinion statements more

often than north Mississippi respondents. Fewer north Mississippi respondents than NAEP respondents were able to look at a photograph and determine the conditions depicted.

OBJECTIVE IV: "HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS"

Exercises RKP04, RKE09, RKP21, RKE07, RKE14, RKE15, RKG09, RKG14, RKG17, RKG18, RKG08, RKH06, RKH01, RKH07, RKH13, RKH14, RKH15, RRK17, RSI20, RKH18, RKP08, KRP09, RKP13, RKP16, and RKP17 relate to the objective "Have knowledge relevant to the major ideas and concerns of social scientists." The objective has six subobjectives with exercises relating to each as follows:

A. Understand some of the distinctive modes of inquiry of social scientists. (RKP04)

B. Understand some of the major relationships involving culture, the group, and the self. (RKE09, RKP21)

C. Understand some of the major characteristics of economic systems, especially the American economic system. (RKE07, RKE09, RKE14, RKE15)

D. Understand some of the major characteristics of the geographic distribution of man and his activities, and of man's interactions with the physical environment (RKG09, RKG14, RKG17, (RKG18)

E. Understand some of the major historical developments (RKG09, RKH01, RKH06, RKH07, RKH13, RKH14, RKH15, RKH17, RSI20)

F. Understand some of the characteristics of the major systems of government, particularly the political system of the United States. (RKP08, RKP09, RKP13, RKP16, RKP17, RKH18)

Exercise RKP04

Exercise RKP04 was a group-administered exercise. It was administered to ninety-nine students (fifty males, forty-nine females, fifty-six blacks, and forty-three non-blacks). Following is the text for Exercise RKP04:

> Which one of the following is MOST interested in studying government organization, powers, and functions? (An economist, A geographer, An historian, A political scientist, I don't know)

The data presented in Table 26 show that 50.5 percent of the north Mississippi respondents identified the political scientist as most interested in studying government organization. A significantly larger proportion of females than of males chose the political scientist. A larger proportion of non-blacks than of blacks gave the acceptable response. A significantly larger proportion of north Mississippi respondents than of NAEP respondents identified a political scientist as most interested in studying government organization.

Table 26

Percent of Respondents Giving Acceptable Responses to Exercise RKP04 and Comparisons between Groups of Respondents

Question: Which one of the following is MOST interested in studying government organizations, powers, and functions?

Acceptable responses	Percent of respondents						z-Ratios from comparisons of groups of respondents		
	Male (N=50)	Female (N=49)	Black (N=56)	Non-Black (N=43)	North Miss. Total (N=99)	Nat'l NAEP	Male-Female	Black-Non-Black	North Miss.-Nat'l
A political scientist	40.0	61.2	42.9	60.4	50.5	39.6	-2.11*	-1.73	2.31*

*Significant at the .05 level.

Exercise RKE09

Exercise RKE09 was a group-administered exercise. It was administered to ninety-nine students (fifty-seven males, forty-two females, fifty-four blacks, and forty-five non-blacks). Following is the text for Exercise RKE09:

> Which of the following things happen when a country becomes highly industrialized?
> A. There is greater emphasis on individual craftsmanship. (Yes, No, I don't know)
> B. There is a movement of people from rural to urban parts of the country. (Yes, No, I don't know)

The data presented in Table 27 show that 30.3 percent of the north Mississippi respondents identified that there is not greater emphasis on individual craftsmanship when a country becomes highly industrialized and 77.8 percent identified that there is a movement of people from rural to urban areas when a country becomes highly industrialized. There were no significant differences between males and females or between blacks and non-blacks. There were no significant differences between the north Mississippi respondents and the NAEP respondents.

Exercise RKP21

Exercise RKP21 was a group-administered exercise. It was administered to ninety-eight students (forty-eight males, fifty females, fifty-two blacks, and forty-six

Table 27

Percent of Respondents Giving Acceptable Responses to Exercise RKE09 and Comparisons between Groups of Respondents

Question: Which of the following things happen when a country becomes highly industrialized?
A. There is greater emphasis on individual craftsmanship.
B. There is a movement of people from rural to urban parts of the country.

Acceptable responses	Percent of respondents						z-Ratios from comparisons of groups of respondents		
	Male (N=57)	Female (N=42)	Black (N=54)	Non-Black (N=45)	North Miss. Total (N=99)	Nat'l NAEP	Male-Female	Black-Non-Black	North Miss.-Nat'l
A. No	31.6	28.6	22.2	40.0	30.3	32.9	.32	-1.91	- .55
B. Yes	75.4	81.0	77.8	77.8	77.8	71.3	- .65	.00	1.42

non-blacks). Following is the text for Exercise RKP21:

> Why does every society have rules and regulations?
>
> Criteria for acceptable responses were: to maintain order or facilitate organization, to protect freedom, liberty or justice, to protect life and/or property.

The data presented in Table 28 show that 57.1 percent of the north Mississippi sample gave acceptable reasons why society has rules and regulations. A larger proportion of females than of males explained why society has rules and regulations, but the difference was not significant. A larger proportion of non-blacks than of blacks answered acceptably, but the difference was not significant. There was no significant difference between the north Mississippi respondents and the NAEP respondents.

Exercise RKE07

Exercise RKE07 was a group-administered exercise. It was administered to ninety-nine students (fifty-seven males, forty-two females, fifty-four blacks, and forty-five non-blacks). Following is the text for Exercise RKE07:

> Economists divide purchases into two groups: producer goods and consumer goods. A farmer buys seed, fertilizer, a tractor and a new coat for his wife.
>
> Which one of the things that the farmer bought is in the group of consumer goods? (Seed, Tractor, Fertilizer, New coat for his wife, I don't know)

The data presented in Table 29 show that 46.5 percent of the north Mississippi sample identified the

Table 28

Percent of Respondents Giving Acceptable Responses to Exercise RKP21 and Comparisons between Groups of Respondents

Question: Why does every society have rules and regulations?

Acceptable responses	Percent of respondents						z-Ratios from comparisons of groups of respondents		
	Male (N=48)	Female (N=50)	Black (N=52)	Non-Black (N=46)	North Miss. Total (N=98)	Nat'l NAEP	Male-Female	Black-Non-Black	North Miss.-Nat'l
Gave acceptable reason	52.1	62.0	55.8	58.7	57.1	49.0	- .89	- .29	1.61

Table 29

Percent of Respondents Giving Acceptable Responses to Exercise RKE07 and Comparisons between Groups of Respondents

Question: Economists divided purchases into two groups: producer goods and consumer goods. A farmer buys seed, fertilizer, a tractor and a new coat for his wife. Which one of the things that the farmer bought is in the group of consumer goods?

Acceptable responses	Percent of respondents						z-Ratios from comparisons of groups of respondents		
	Male (N=57)	Female (N=42)	Black (N=54)	Non-Black (N=45)	North Miss. Total (N=99)	Nat'l NAEP	Male-Female	Black-Non-Black	North Miss.-Nat'l
New coat for his wife	52.6	38.1	37.0	57.8	46.5	50.2	1.43	-2.06*	- .73

*Significant at the .05 level.

consumer goods. A larger proportion of males than of females recognized the consumer goods, but the difference was not significant. A significantly larger proportion of non-blacks than of blacks chose the acceptable answer. There was no significant difference between the north Mississippi respondents and the NAEP respondents.

Exercise RKE14

Exercise RKE14 was a group-administered exercise. It was administered to ninety-eight students (forty-eight males, fifty females, fifty-two blacks, and forty-six non-blacks). Following is the text for Exercise RKE14:

> The European Common Market was formed for which one of the following purposes? (To unite the former colonies of Great Britain, To strengthen the economics of underdeveloped countries, To keep peace in Europe by establishing a common armed force, To establish a pattern for the freer flow of resources among its membership, I don't know)

The data presented in Table 30 show that 17.3 percent of the north Mississippi respondents recognized the purpose of the European Common Market. A larger proportion of males than of females identified the reason the Common Market was formed, but the difference was not significant. A larger proportion of non-blacks than of blacks chose the acceptable answer, but the difference was not significant. There was no significant difference between the north Mississippi respondents and the NAEP respondents.

Table 30

Percent of Respondents Giving Acceptable Responses to Exercise RKE14 and Comparisons between Groups of Respondents

Question: The European Common Market was formed for which one of the following purposes?

Acceptable responses	Percent of respondents						z-Ratios from comparisons of groups of respondents		
	Male (N=48)	Female (N=50)	Black (N=52)	Non-Black (N=46)	North Miss. Total (N=98)	Nat'l NAEP	Male-Female	Black-Non-Black	North Miss.-Nat'l
To establish a pattern for the freer flow of resources among its membership	22.9	12.0	13.4	21.7	17.3	21.6	1.42	-1.08	-1.03

Exercise RKE15

Exercise RKE15 was a group-administered exercise. It was administered to ninety-nine students (fifty-seven males, forty-two females, fifty-four blacks, and forty-five non-blacks). Following is the text for Exercise RKE15:

> The following statements describe various economic conditions. For each statement fill in the oval which BEST describes where the stated condition exists. The answer may be the United States only or Russia only or BOTH the United States and Russia.
>
> A. The country is rich in natural resources. (United States only, Russia only, Both the United States and Russia, I don't know)
>
> B. The organization of industry is based on government ownership and control. (United States only, Russia only, Both the United States and Russia, I don't know)

The data presented in Table 31 show that 57.6 percent of the north Mississippi respondents recognized that both the United States and Russia were rich in natural resources and 31.3 percent recognized that Russia's organization of industry is based on government ownership and control. A significantly larger proportion of males than of females recognized that the United States and Russia are rich in natural resources. A larger proportion of males than of females recognized that Russia's organization of industry is based on government ownership and control, but the difference was not significant. A larger proportion of non-blacks than of blacks recognized that both the United States and Russia are rich in

Table 31

Percent of Respondents Giving Acceptable Responses to Exercise RKE15 and Comparisons between Groups of Respondents

Question: The following statements describe various economic conditions. For each statement fill in the oval which BEST describes where the stated condition exists. The answer may be the United States only or Russia only or BOTH the United States and Russia.
A. The country is rich in natural resources.
B. The organization of industry is based on government ownership and control.

Acceptable responses	Percent of respondents						z-Ratios from comparisons of groups of respondents		
	Male (N=57)	Female (N-42)	Black (N=54)	Non-Black (N=45)	North Miss. Total (N=99)	Nat'l NAEP	Male-Female	Black-Non-Black	North Miss.-Nat'l
A. Both United States and Russia	66.6	45.2	50.0	66.6	57.6	56.9	2.13*	-1.67	.14
B. Russia	33.3	28.6	16.7	48.9	31.3	50.6	.50	-8.29*	-3.84*

*Significant at the .05 level.

natural resources, but the difference was not significant. A significantly larger proportion of non-blacks than of blacks recognized that Russia's organization of industry is based on government ownership and control. There was no significant difference between the north Mississippi respondents and the NAEP respondents in recognizing that both the United States and Russia are rich in natural resources; however, a significantly larger proportion of NAEP respondents recognized that Russia's organization of industry is based on government ownership and control.

Exercise RKG09

Exercise RKG09 was a group-administered exercise. It was administered to ninety-nine students (fifty males, forty-nine females, fifty-six blacks, and forty-three non-blacks). Following is the text for Exercise RKG09:

> The table below gives the latitude and longitude of five places which are assumed to be at the same altitude. Use the information given in the table to answer the question below it.
>
> | Place | Latitude | Longitude |
> |---|---|---|
> | A | 2°N | 65°W |
> | B | 46°S | 171°E |
> | C | 42°N | 83°W |
> | D | 48°N | 14°E |
> | E | 30°S | 31°E |
>
> Which one of the five places probably has the WARMEST climate? (A, B, C, D, E, I don't know)

The data presented in Table 32 show that 16.1 percent of the north Mississippi respondents identified the

Table 32

Percent of Respondents Giving Acceptable Responses to Exercise RKG09 and Comparisons between Groups of Respondents

Question: The table below gives the latitude and longitude of five places which are assumed to be at the same altitude. Use the information given in the table to answer the question below it.
Which one of the five places probably has the WARMEST climate?

Acceptable responses	Percent of respondents						z-Ratios from comparisons of groups of respondents		
	Male (N=50)	Female (N=49)	Black (N=56)	Non-Black (N=43)	North Miss. Total (N=99)	Nat'l NAEP	Male-Female	Black-Non-Black	North Miss.-Nat'l
Place A (2 N 65 W)	16.0	16.3	8.9	25.5	16.1	23.2	.04	-2.23*	-1.67

*Significant at the .05 level.

correct location. There was no significant difference between males and females. A significantly larger proportion of non-blacks than of blacks chose the acceptable answer. There was no significant difference between the north Mississippi respondents and the NAEP respondents.

Exercise RKG14

Exercise RKG14 was a group-administered exercise. It was administered to ninety-nine students (fifty-seven males, forty-two females, fifty-four blacks, and forty-five non-blacks). Following is the text for Exercise RKG14:

> On the map below, four areas of the world are outlined in red. Each outlined area contains a small red oval. Fill in the oval inside the area which as a whole has little rainfall. (United States, Africa, Europe, South America, I don't know)

The data presented in Table 33 show that 46.5 percent of the north Mississippi respondents correctly chose Africa. A larger proportion of females than of males identified Africa as the area with the least rainfall, but the difference was not significant. A larger proportion of non-blacks than of blacks identified Africa as the area with the least rainfall, but the difference was not significant. There was no significant difference between the north Mississippi sample and NAEP respondents.

Table 33

Percent of Respondents Giving Acceptable Responses to Exercise RKG14 and Comparisons between Groups of Respondents

Question: On the map below, four areas of the world are outlined in red. Each outlined area contains a small red oval. Fill in the oval inside the area which as a whole has little rainfall.

Acceptable responses	Percent of respondents						z-Ratios from comparisons of groups of respondents		
	Male (N=57)	Female (N=42)	Black (N=54)	Non-Black (N=45)	North Miss. Total (N=99)	Nat'l NAEP	Male-Female	Black-Non-Black	North Miss.-Nat'l
Africa	45.6	47.6	44.4	48.8	46.5	54.1	- .20	- .44	-1.51

Exercise RKG17

Exercise RKG17 was an individually-administered exercise. It was administered to ninety-four students (fifty-five males, thirty-nine females, forty-eight blacks, and forty-six non-blacks). Following is the text for Exercise RKG17:

> Please look carefully at this picture of a family living in a desert area. How has this family adapted itself to the climate and physical features of the desert?
> Criteria for acceptable responses were: clothing, shelter, transportation, food and water, and mode of life.

The data presented in Table 34 show that 8.5, 21.3, and 33.0 percent of the north Mississippi respondents identified one, two, and three ways, respectively, that the family adapted themselves to the desert. A larger proportion of males than of females gave three ways the family adapted itself to the climate and physical features of the desert, but the difference was not significant. Larger proportions of non-blacks than of blacks gave one, two, and three responses to the adaptation question, but the differences were not significant. A significantly smaller proportion of north Mississippi respondents than of NAEP respondents gave one response to the adaptation question, but the differences between the proportions of the two samples giving two or three acceptable adaptations were not significant.

Table 34

Percent of Respondents Giving Acceptable Responses to Exercise RKG17 and Comparisons between Groups of Respondents

Question: Please look carefully at this picture of a family living in a desert area. How has this family adapted itself to the climate and physical features of the desert?

Acceptable responses	Percent of respondents						z-Ratios from comparisons of groups of respondents		
	Male (N=55)	Female (N=39)	Black (N=48)	Non-Black (N=46)	North Miss. Total (N=94)	Nat'l NAEP	Male-Female	Black-Non-Black	North Miss.-Nat'l
Gave exactly one adaptation	9.1	7.7	8.3	8.7	8.5	20.3	.23	- .06	- 15.59*
Gave exactly two adaptations	20.0	23.1	14.6	28.3	21.3	22.9	- .36	-1.61	- .36
Gave exactly three adaptations	40.0	23.1	29.2	37.0	33.0	27.6	1.71	- .80	1.17

*Significant at the .05 level.

Exercise RKG18

Exercise RKG18 was an individually-administered exercise. It was administered to ninety-four students (fifty-five males, thirty-nine females, forty-eight blacks, and forty-six non-blacks). Following is the text for Exercise RKG18:

> This is a picture of the construction of a highway. What effects do you think the construction of the highway will have on the lives of the people nearby?
>
> Criteria for acceptable responses were: health hazard, pollution, noise, safety, displacement of people, removal of houses, decrease in size or value of personal property, expenses of building highways, and removal of existing facilities.

The data presented in Table 35 show that 38.3, 24.5, and 19.1 percent of the north Mississippi respondents gave one, two, and three effects, respectively, of highway construction on the people nearby. There were no significant differences between males and females or between blacks and non-blacks in giving acceptable answers to the exercise. Significantly smaller proportions of north Mississippi respondents than of NAEP respondents gave two and three effects of the construction of a highway on people nearby, but a significantly larger proportion of north Mississippi respondents than of NAEP respondents gave one effect.

Table 35

Percent of Respondents Giving Acceptable Responses to Exercise RKG18 and Comparisons between Groups of Respondents

Question: This is a picture of the construction of a highway. What effects do you think the construction of the highway will have on the lives of the people nearby?

Acceptable responses	Percent of respondents						z-Ratios from comparisons of groups of respondents		
	Male (N=55)	Female (N=39)	Black (N=48)	Non-Black (N=46)	North Miss. Total (N=94)	Nat'l NAEP	Male-Female	Black-Non-Black	North Miss.-Nat'l
Gave exactly one acceptable effect	41.8	33.3	45.8	30.4	38.3	20.6	.83	1.53	4.24*
Gave exactly two acceptable effects	21.8	28.2	18.8	30.4	24.5	42.4	- .70	-1.31	-3.51*
Gave exactly three acceptable effects	23.6	12.8	12.5	26.1	19.1	29.2	1.31	-1.67	-2.15*

*Significant at the .05 level.

Exercise RKG08

Exercise RKG08 was a group-administered exercise. It was administered to ninety-eight students (forty-eight males, fifty females, fifty-two blacks, and forty-six non-blacks). Following is the text for Exercise RKG08:

> Which one of the following sentences tells why Christopher Columbus first sailed westward from Europe? (To trade with Africa, To start a colony in the New World, To find a water route to India or Asia, To bring religion to the natives of the New World, I don't know)

The data presented in Table 36 show that 66.3 percent of the north Mississippi respondents identified why Columbus first sailed westward from Europe. A larger proportion of males than of females recognized the reason Columbus first sailed westward from Europe, but the difference was not significant. A larger proportion of non-blacks than of blacks chose the acceptable response, but the difference was not significant. A smaller proportion of north Mississippi respondents than of NAEP respondents identified the correct reason, but the difference was not significant.

Exercise RKH01

Exercise RKH01 was a group-administered exercise. This exercise was administered to ninety-nine students (fifty-seven males, forty-two females, fifty-four blacks, and forty-five non-blacks). Following is the text for Exercise RKH01:

Table 36

Percent of Respondents Giving Acceptable Responses to Exercise RKG08 and Comparisons between Groups of Respondents

Question: Which one of the following sentences tells why Christopher Columbus first sailed westward from Europe?

Acceptable responses	Percent of respondents						z-Ratios from comparisons of groups of respondents		
	Male (N=48)	Female (N=50)	Black (N=52)	Non-Black (N=46)	North Miss. Total (N=98)	Nat'l NAEP	Male-Female	Black-Non-Black	North Miss.-Nat'l
To find a water route to India or Asia	70.8	62.0	61.5	71.7	66.3	72.3	.92	-1.07	-1.33

> Which one of the following countries has had the MOST influence on the way of life in the United States? (England, France, Germany, Italy, Spain, I don't know)

The data presented in Table 37 show that 52.5 percent of the north Mississippi respondents identified England as the country having the most influence on the way of life in the United States. A larger proportion of females than of males selected England, but the difference was not significant. A significantly larger proportion of non-blacks than of blacks gave the acceptable response to the exercise. There was no significant difference between the north Mississippi sample and the NAEP respondents.

Exercise RKH06

Exercise RKH06 was a group-administered exercise. It was administered to ninety-nine students (fifty-seven males, forty-two females, fifty-four blacks, and forty-five non-blacks). Following is the text for Exercise RKH06:

> Which one of the following is a reason the American colonies rebelled against Great Britain? (To abolish slavery, To obtain more religious freedom, To obtain the right to vote for all adults, To obtain more control over what they might produce or with whom they might trade, I don't know)

The data presented in Table 38 show that 36.4 percent of the north Mississippi respondents selected the acceptable response. A larger proportion of females than

Table 37

Percent of Respondents Giving Acceptable Responses to Exercise RKH01 and Comparisons between Groups of Respondents

Question: Which one of the following countries has had the MOST influence on the way of life in the United States?

Acceptable responses	Percent of respondents						z-Ratios from comparisons of groups of respondents		
	Male (N=57)	Female (N=42)	Black (N=54)	Non-Black (N=45)	North Miss. Total (N=99)	Nat'l NAEP	Male-Female	Black-Non-Black	North Miss.-Nat'l
England	45.6	61.9	35.2	73.3	52.5	57.3	-1.60	-3.78*	- .96

*Significant at the .05 level.

Table 38

Percent of Respondents Giving Acceptable Responses to Exercise RKH06 and Comparisons between Groups of Respondents

Question: Which one of the following is a reason the American colonies rebelled against Great Britain?

Acceptable responses	Percent of respondents						z-Ratios from comparisons of groups of respondents		
	Male (N=57)	Female (N=42)	Black (N=54)	Non-Black (N=45)	North Miss. Total (N=99)	Nat'l NAEP	Male-Female	Black-Non-Black	North Miss.-Nat'l
To obtain more control over what they might produce or with whom they might trade	29.8	45.2	37.0	35.6	36.4	49.7	-1.58	.15	-2.64*

*Significant at the .05 level.

of males identified the reason American colonies rebelled against Great Britain, but the difference was not significant. A larger proportion of blacks than of non-blacks recognized the reason, but the difference was not significant. A significantly smaller proportion of north Mississippi respondents than of NAEP respondents identified the reason the American colonies rebelled against Great Britain.

Exercise RKH07

Exercise RKH07 was a group-administered exercise. It was administered to ninety-nine students (fifty-seven males, forty-two females, fifty-four blacks, and forty-five non-blacks). Following is the text for Exercise RKH07:

> What was the MAIN purpose of the Declaration of Independence? (To criticize King George III, To declare war on Great Britain, To abolish the Articles of Confederation, To declare the colonies free from Great Britain, I don't know)

The data presented in Table 39 show that 75.8 percent of the north Mississippi sample responded that the main purpose of the Declaration of Independence was to declare the colonies free from Great Britain. A larger proportion of females than of males recognized the main purpose of the Declaration of Independence, but the difference was not significant. A significantly larger proportion of non-blacks than of blacks identified the main

Table 39

Percent of Respondents Giving Acceptable Responses to Exercise RKH07 and Comparisons between Groups of Respondents

Question: What was the MAIN purpose of the Declaration of Independence?

Acceptable responses	Percent of respondents						z-Ratios from comparisons of groups of respondents		
	Male (N=57)	Female (N=42)	Black (N=54)	Non-Black (N=45)	North Miss. Total (N=99)	Nat'l NAEP	Male-Female	Black-Non-Black	North Miss.-Nat'l
To declare the colonies free from Great Britain	71.9	81.0	64.8	88.9	75.8	66.4	-1.03	-2.78*	1.98*

*Significant at the .05 level.

purpose. A significantly larger proportion of north Mississippi respondents than of NAEP respondents selected the acceptable answer to the exercise.

Exercise RKH13

Exericse RKH13 was an individually-administered exercise. It was administered to ninety-four students (fifty-five males, thirty-nine females, forty-eight blacks, and forty-six non-blacks). Following is the text for Exercise RKH13:

> American Indians, Black Americans, Oriental Americans, and Spanish-speaking Americans have contributed a great deal to the history and culture of our nation. For each of the groups I read tell me the names of as many famous or nationally known men and women as you can. The person named may be either living or dead. Briefly describe each person's contribution or field of work. Consider people in ANY field of work--the Arts, Business, Civil Rights, Education, Entertainment, Politics, Science, or Sports.
>
> Criteria for acceptable responses were: Public Leadership, Sports, Entertainer, Actor, Actress, Comedian, Singer, Musician, Arts, Author, Writer, Poet, Natural Science, Education, Business, Economics, Management, Religion, Law, U.S. Military, Communications, Laborer, Explorer, Specific Indian Americans, Specific Black Americans, Specific Oriental Americans, and Specific Spanish Americans.

The data presented in Table 40 show that 12.8 percent of the north Mississippi respondents identified one to four nationally-known American Indians and 48.9 identified one to four nationally-known Black Americans. Larger proportions of males than of females identified one to

Table 40

Percent of Respondents Giving Acceptable Responses to Exercise RKH13 and Comparisons between Groups of Respondents

Questions: American Indians, Black Americans, Oriental Americans, and Spanish-speaking Americans have contributed a great deal to the history and culture of our nation. For each of the groups I read tell me the names of as many famous or nationally known men and women as you can. The person named may be either living or dead. Briefly describe each person's contribution or field of work. Consider people in ANY field of work--the Arts, Business, Civil Rights, Education, Entertainment, Politics, Science, or Sports.

A. American Indians
B. Black Americans
C. Oriental Americans
D. Spanish-speaking Americans

Acceptable responses	Percent of respondents						z-Ratios from comparisons of groups of respondents		
	Male (N=55)	Female (N=39)	Black (N=48)	Non-Black (N=46)	North Miss. Total (N=94)	Nat'l NAEP	Male-Female	Black-Non-Black	North Miss.-Nat'l
A. Named 1 to 4 persons	16.4	7.6	6.2	19.6	12.8	50.8	1.24	-1.93	-7.36
B. Named 1 to 4 persons	52.7	43.6	60.4	37.0	48.9	65.9	.87	2.27*	-3.47
C. Named 1 to 4 persons	0	0	0	0	0	7.9	--	--	-2.84
D. Named 1 to 4 persons	0	0	0	0	0	12.9	--	--	-3.73

*Significant at the .05 level.

four nationally-known American Indians and Black Americans, but the differences were not significant. A larger proportion of non-blacks than of blacks identified one to four nationally-known American Indians, but the difference was not significant. A significantly larger proportion of blacks than of non-blacks identified one to four nationally-known Black Americans. The north Mississippi respondents did not identify any nationally-known Oriental Americans or Spanish Americans. Significantly smaller proportions of north Mississippi respondents than of NAEP respondents identified one to four nationally-known members of the four ethnic groups.

Exercise RKH14

Exercise RKH14 was a group-administered exercise. It was administered to ninety-nine students (fifty males, forty-nine females, fifty-six blacks, forty-three non-blacks). Following is the text for Exercise RKH14:

> When Columbus sailed across the Atlantic, would have have been able to do the following things at about that time in history?
> A. Would he have been able to read a printed book? (Yes, No, I don't know)
> B. Would he have been able to travel fifty miles an hour? (Yes, No, I don't know)

The data presented in Table 41 show that 46.4 percent of the north Mississippi sample responded that Columbus would have been able to read a printed book and 74.7

Table 41

Percent of Respondents Giving Acceptable Responses to Exercise RKH14 and Comparisons between Groups of Respondents

Question: When Columbus sailed across the Atlantic, would he have been able to do the following things at about that time in history?
A. Would he have been able to read a printed book?
B. Would he have been able to travel fifty miles an hour?

Acceptable responses	Percent of respondents						z-Ratios from comparisons of groups of respondents		
	Male (N=50)	Female (N=49)	Black (N=56)	Non-Black (N=43)	North Miss. Total (N=99)	Nat'l NAEP	Male-Female	Black-Non-Black	North Miss.-Nat'l
A. Yes	52.0	40.8	60.7	27.9	46.4	64.8	1.11	3.24*	-3.83*
B. No	76.0	73.4	69.6	81.3	74.7	82.6	.29	-1.33	-2.07*

*Significant at the .05 level.

percent indicated that he would not have been able to travel fifty miles an hour. Larger proportions of males than of females gave acceptable answers to both parts of the exercise, but the difference was not significant. A significantly larger proportion of blacks than of non-blacks said that Columbus would have been able to read a printed book at that time in histroy. A larger proportion of non-blacks than of blacks said that Columbus would not have been able to travel fifty miles an hour, but the difference was not significant. Significantly smaller proportions of north Mississippi respondents than of NAEP respondents gave acceptable answers to both parts of the exercise.

Exercise RKH15

Exercise RKH15 was a group-administered exercise. It was administered to ninety-nine students (fifty-seven males, forty-two females, fifty-four blacks, and forty-five non-blacks). Following is the text for Exercise RKH15:

> When Columbus sailed across the Atlantic, would he have been able to do the following things at about that time in history?
> A. Would he have been able to send a telegraph message? (Yes, No, I don't know)
> B. Would he have been able to determine directions with a compass? (Yes, No, I don't know)

The data presented in Table 22 show that 57.6 percent of the north Mississippi sample responded that Columbus would not have been able to send a telegraph message,

Table 42

Percent of Respondents Giving Acceptable Responses to Exercise RKH15 and Comparisons between Groups of Respondents

Question: When Columbus sailed across the Atlantic, would he have been able to do the following things at about that time in history?
A. Would he have been able to send a telegraph message?
B. Would he have been able to determine directions with a compass?

Acceptable responses	Percent of respondents						z-Ratios from comparisons of groups of respondents		
	Male (N=57)	Female (N=42)	Black (N=54)	Non-Black (N=45)	North Miss. Total (N=99)	Nat'l NAEP	Male-Female	Black-Non-Black	North Miss.-Nat'l
A. No	66.6	45.2	50.0	66.6	57.6	56.9	2.13*	-1.67	.14
B. Yes	33.3	28.6	16.7	48.9	31.3	50.6	.50	-8.29*	-3.84*

*Significant at the .05 level.

and 31.3 percent responded that he would have been able to determine directions with a compass. A significantly larger proportion of males than of females identified that Columbus would not have been able to send a telegraph message at that time in history. A larger proportion of males than of females said that Columbus would have been able to determine directions with a compass, but the difference was not significant. A larger proportion of non-blacks than of blacks said that Columbus would not have been able to send a telegraph message, but the difference was not significant. A significantly larger proportion of non-blacks than of blacks identified that Columbus would have been able to determine directions with a compass at that time in history. A larger proportion of north Mississippi respondents said that Columbus would not have been able to send a telegraph message, but the difference was not significant. A significantly smaller proportion of north Mississippi respondents identified that Columbus would have been able to determine directions with a compass at that time in history.

Exercise RKH17

Exercise RKH17 was a group-administered exercise. It was administered to ninety-nine students (fifty-seven males, forty-two females, fifty-four blacks, and forty-five

non-blacks). Following is the text for Exercise RKH17:

> What is the name of the international organization established after the Second World War for the maintenance of world peace? (The United Nations, The League of Nations, The Commonwealth of Nations, The International Labor Organization, I don't know)

The data presented in Table 43 show that 42.4 percent of the north Mississippi respondents recognized the United Nations as the international organization established after the Second World War for the maintenance of world peace. A larger proportion of females than of males identified the United Nations, but the difference was not significant. A larger proportion of non-blacks than of blacks identified the United Nations, but the difference was not significant. A significantly smaller proportion of north Mississippi respondents than of NAEP respondents chose the acceptable answer.

Exercise RSI20

Exercise RSI20 was a group-administered exercise It was administered to ninety-nine students (fifty males, forty-nine females, fifty-six blacks, and forty-three non-blacks). Following is the text for Exercise RSI20:

> The American Declaration of Independence states: "We hold these truths to be self evident, that all men are created equal, that they are endowed by the Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness--That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed . . . ."

Table 43

Percent of Respondents Giving Acceptable Responses to Exercise RKH17 and Comparisons between Groups of Respondents

Question: What is the name of the international organization established after the Second World War for the maintenance of world peace?

Acceptable responses	Percent of respondents						z-Ratios from comparisons of groups of respondents		
	Male (N=57)	Female (N=42)	Black (N=54)	Non-Black (N=45)	North Miss. Total (N=99)	Nat'l NAEP	Male-Female	Black-Non-Black	North Miss.-Nat'l
The United Nations	42.1	42.9	35.1	51.1	42.4	61.0	- .07	-1.60	-3.79*

*Significant at the .05 level.

Do the following sentences restate ideas expressed in this quotation from the Declaration of Independence?

A. Some rights can never be rightfully taken away. (Yes, No, I don't know)

B. Governments get their right to govern from the people (Yes, No, I don't know)

The data presented in Table 44 show that 82.8 percent of the north Mississippi respondents recognized "some rights can never be rightfully taken away" as a restatement of an idea expressed in the Declaration of Independence and 76.8 percent recognized "governments get their right to govern from the people" as a restatement of an idea expressed in the Declaration of Independence. Larger proportions of females than of males identified ideas expressed in the Declaration of Independence, but the differences were not significant. A significantly larger proportion of non-blacks than of blacks identified "some rights can never be rightfully taken away" as a restatement of an idea expressed in the Declaration of Independence. A larger proportion of non-blacks than blacks recognized "governments get their right to govern from the people" as a restatement of an idea expressed in the Declaration of Independence, but the difference was not significant. A significantly larger proportion of north Mississippi respondents than of NAEP respondents identified "some rights can never be rightfully taken away" as a restatement of an idea expressed in the Declaration of

Table 44

Percent of Respondents Giving Acceptable Responses to Exercise RSI20 and Comparisons between Groups of Respondents

Question: Do the following sentences restate ideas expressed in this quotation from the Declaration of Independence?
A. Some rights can never be rightfully taken away.
B. Governments get their right to govern from the people.

Acceptable responses	Percent of respondents						z-Ratios from comparisons of groups of respondents		
	Male (N=50)	Female (N=49)	Black (N=56)	Non-Black (N=43)	North Miss. Total (N=99)	Nat'l NAEP	Male-Female	Black-Non-Black	North Miss.-Nat'l
A. Yes	80.0	85.7	75.0	93.0	82.8	67.3	- .75	-2.36*	3.29*
B. Yes	74.0	79.5	69.6	86.0	76.8	82.0	- .66	-1.91	-1.34

*Significant at the .05 level.

Independence. A smaller proportion of north Mississippi respondents than of NAEP respondents recognized "governments get their right to govern from the people" as a restatement of an idea expressed in the Declaration of Independence, but the difference was not significant.

Exercise RKH18

Exercise RKH18 was a group-administered exercise. It was administered to ninety-nine students (fifty-seven males, forty-two females, fifty-four blacks, and forty-five non-blacks). Following is the text for Exercise RKH18:

> Which one of the following is the MAJOR goal of the United Nations? (To fight disease, To maintain peace, To spread democracy, To fight the Communists, I don't know)

The data presented in Table 45 show that 80.0 percent of the north Mississippi respondents said the major goal of the United Nations was to maintain peace. A larger proportion of females than of males recognized the major goal of the United Nations, but the difference was not significant. A significantly larger proportion of non-blacks than of blacks chose the correct answer. A significantly larger proportion of north Mississippi respondents than of NAEP respondents gave the correct answer to the exercise.

Table 45

Percent of Respondents Giving Acceptable Responses to Exercise RKH18 and Comparisons between Groups of Respondents

Question: Which one of the following is the MAJOR goal of the United Nations?

Acceptable responses	Percent of respondents						z-Ratios from comparisons of groups of respondents		
	Male (N=57)	Female (N=42)	Black (N=54)	Non-Black (N=45)	North Miss. Total (N=99)	Nat'l NAEP	Male-Female	Black-Non-Black	North Miss.-Nat'l
To maintain peace	75.4	88.1	72.2	91.1	80.8	67.7	-1.58	-2.37*	2.78*

*Significant at the .05 level.

Exercise RKP08

Exercise RKP08 was a group-administered exercise. It was administered to ninety-eight students (forty-eight males, fifty females, fifty-two blacks, and forty-six non-blacks). Following is the text for Exercise RKP08:

> Consider each of the following laws and decide which level of government (federal, state, or local) would be MOST likely to pass it. Fill in the oval beside "Federal government" if the federal government would pass it, the oval beside "State government" if a state government would pass it, or the oval beside "Local government" if a local government would pass it. If you do not know the answer, fill in the oval beside "I don't know."
>
> A. Which one of the following would MOST likely pass an act to set up a central university with branches in several cities? (Federal government, State government, Local government, I don't know)
>
> B. Which one of the following would MOST likely pass an act to raise the rates for sending letters through the mail? (Federal government, State government, Local government, I don't know)
>
> C. Which one of the following would MOST likely pass an act to lower taxes on goods coming into the country? (Federal government, State government, Local government, I don't know)
>
> D. Which one of the following would MOST likely pass an act to increase garbage collection services? (Federal government, State government, Local government, I don't know)

The data presented in Table 46 show that 79.5 percent of the north Mississippi respondents recognized that state governments would most likely pass acts to set up a central university with branches in several cities, 60.2 percent recognized that the federal government would most likely pass acts to raise postal rates for sending letters

Table 46

Percent of Respondents Giving Acceptable Responses to Exercise RKP08 and Comparisons between Groups of Respondents

Question:
A. Which one of the following would MOST likely pass an act to set up a central university with branches in several cities?
B. Which one of the following would MOST likely pass an act to raise the rates for sending letters through the mail?
C. Which one of the following would MOST likely pass an act to lower taxes on goods coming into the country?
D. Which one of the following would MOST likely pass an act to increase garbage collection services?

Acceptable responses	Percent of respondents						z-Ratios from comparisons of groups of respondents		
	Male (N=48)	Female (N=50)	Black (N=52)	Non-Black (N=46)	North Miss. Total (N=98)	Nat'l NAEP	Male-Female	Black-Non-Black	North Miss.-Nat'l
A. State government	77.1	82.0	76.9	82.6	79.5	71.7	- .60	- .70	1.72
B. Federal government	56.2	64.0	34.6	89.1	60.2	70.2	- .78	-5.50*	-2.17*
C. Federal government	60.4	48.0	51.9	56.5	56.9	70.9	1.23	- .46	-3.01*
D. Local government	62.5	60.0	40.3	84.7	61.2	76.9	.25	-4.50*	-3.70*

*Significant at the .05 level.

through the mail, 56.9 percent recognized that the federal government would most likely pass acts to lower taxes on goods coming into the country, and 61.2 percent recognized that local government would most likely pass acts to increase garbage collection services. There was no significant difference between males and females. Larger proportions of non-blacks than of blacks correctly responded to each part of the exercise. Significantly larger proportions of non-blacks than of blacks recognized that the federal government would most likely pass acts to raise the rates for sending letters through the mail and that local governments would most likely pass acts to increase garbage collection services. Smaller proportions of north Mississippi respondents than of NAEP respondents correctly responded to each part of the exercise. Significantly smaller proportions of north Mississippi respondents than of NAEP respondents recognized that the federal government would most likely pass acts to raise the rates for sending letters through the mail, that the federal government would most likely pass acts to lower taxes on goods coming into the country, and that local governments would most likely pass acts to increase garbage collection services.

Exercise RKP09

Exercise RKP09 was a group-administered exercise. It was administered to ninety-nine students (fifty males,

forty-nine females, fifty-six blacks, and forty-three non-blacks). Following is the text for Exercise RKP09:

> If a citizen of the United States wants to find a statement of his civil rights, in which one of the following should he look? (In the Bible, In the Constitution, In the Articles of Confederation, In the Declaration of Independence, I don't know)

The data presented in Table 47 show that 43.4 percent of the north Mississippi respondents recognized the Constitution as the place to find a statement concerning civil rights. A larger proportion of females than of males chose the correct answer, but the difference was not significant. A significantly larger proportion of non-blacks than of blacks identified the acceptable answer. A significantly smaller proportion of north Mississippi respondents than of NAEP respondents gave an acceptable answer on the exercise.

Exercise RKP13

Exercise RKP13 was a group-administered exercise. It was administered to ninety-eight students (forty-eight males, fifty females, fifty-two blacks, and forty-six non-blacks). Following is text for Exercise RKP13:

> Which one of the following has the power to declare an act of Congress unconstitutional? (The Congress, The President, The United States Supreme Court, The United States Department of Justice, I don't know)

The data presented in Table 48 show that 38.8 percent of the north Mississippi respondents identified the

Table 47

Percent of Respondents Giving Acceptable Responses to Exercise RKP09 and Comparisons between Groups of Respondents

Question: If a citizen of the United States wants to find a statement of his civil rights, in which one of the following should he look?

Acceptable responses	Percent of respondents						z-Ratios from comparisons of groups of respondents		
	Male (N=50)	Female (N=49)	Black (N=56)	Non-Black (N=43)	North Miss. Total (N=99)	Nat'l NAEP	Male-Female	Black-Non-Black	North Miss.-Nat'l
In the Constitution	34.0	53.0	32.1	58.1	43.4	60.3	-1.91	-2.59*	-3.43*

*Significant at the .05 level.

Table 48

Percent of Respondents Giving Acceptable Responses to Exercise RKP13 and Comparisons between Groups of Respondents

Question: Which one of the following has the power to declare an act of Congress unconstitutional?

Acceptable responses	Percent of respondents						z-Ratios from comparisons of groups of respondents		
	Male (N=48)	Female (N=50)	Black (N=52)	Non-Black (N=46)	North Miss. Total (N=98)	Nat'l NAEP	Male-Female	Black-Non-Black	North Miss.-Nat'l
The United States Supreme Court	35.4	42.0	38.5	39.1	38.8	30.7	- .67	- .07	1.74

United States Supreme Court as having the power to declare an act of Congress unconstitutional. A larger proportion of females than of males selected the acceptable answer, but the difference was not significant. A larger proportion of non-blacks than of blacks chose the correct answer, but the difference was not significant. A larger proportion of north Mississippi respondents than of NAEP respondents gave an acceptable answer on the exercise, but the difference was not significant.

Exercise RKP16

Exercise RKP16 was a group-administered exercise. It was administered to ninety-nine students (fifty-seven males, forty-two females, fifty-four blacks, and forty-five non-blacks). Following is the text for Exercise RKP16:

> In the United States which one of the following men is elected to office? (A United States Senator, The United States Secretary of State, A United States Supreme Court Justice, The United States Ambassador to Great Britain, I don't know)

The data presented in Table 49 show that 57.6 percent of the north Mississippi respondents answered that a United States Senator is elected to office. A larger proportion of males than of females selected the correct response, but the difference was not significant. A significantly larger proportion of non-blacks than of blacks chose the correct answer. A significantly smaller proportion

Table 49

Percent of Respondents Giving Acceptable Responses to Exercise RKP16 and Comparisons between Groups of Respondents

Question: In the United States one of the following men is elected to office?

Acceptable responses	Percent of respondents						z-Ratios from comparisons of groups of respondents		
	Male (N=57)	Female (N=42)	Black (N=54)	Non-Black (N=45)	North Miss. Total (N=99)	Nat'l NAEP	Male-Female	Black-Non-Black	North Miss.-Nat'l
A United States Senator	61.4	52.4	44.4	73.3	57.6	68.7	.90	-2.90*	-2.38*

*Significant at the .05 level.

of north Mississippi respondents than of NAEP respondents gave acceptable answers on the exercise.

Exercise RKP17

Exercise RKP17 was a group-administered exercise. It was administered to ninety-eight students (forty-eight males, fifty females, fifty-two blacks, and forty-six non-blacks). Following is the text for Exercise RKP17:

> The presidential candidate for each major political party is formally nominated by which one of the following? (The Senate, A national primary, a national convention, The House of Representatives, I don't know)

The data presented in Table 50 show that 13.3 percent of the north Mississippi respondents identified a national convention as the place for formally nominating a party's presidential candidate. A larger proportion of males than of females chose the acceptable answer, but the difference was not significant. A larger proportion of non-blacks than of blacks selected the correct response, but the difference was not significant. There was no significant difference between the north Mississippi sample and the NAEP respondents.

Summary of Results on Objective IV

Less than 50 percent of the north Mississippi respondents gave acceptable answers on thirteen out of

Table 50

Percent of Respondents Giving Acceptable Responses to Exercise RKP17 and Comparisons between Groups of Respondents

Question: The presidential candidate for each major party is formally nominated by which one of the following?

Acceptable responses	Percent of respondents						z-Ratios from comparisons of groups of respondents		
	Male (N=48)	Female (N=50)	Black (N=52)	Non-Black (N=46)	North Miss. Total (N=98)	Nat'l NAEP	Male-Female	Black-Non-Black	North Miss.-Nat'l
A national convention	14.6	12.0	7.6	19.6	13.3	15.7	.38	-1.72	- .65

twenty-five exercises on Objective IV. Females were higher than males on twelve exercises and non-blacks were well above blacks on twenty-one exercises. The NAEP respondents were considerably higher than the north Mississippi respondents on twelve exercises.

Two-thirds of the north Mississippi respondents knew the purpose of Columbus's first voyage. More north Mississippi respondents identified why a society needs rules and regulations than NAEP respondents. NAEP respondents generally were above the north Mississippi respondents on questions requiring specific factual knowledge. The north Mississippi thirteen-year-olds could identify more Black Americans than other kinds of Americans.

OBJECTIVE V: "HAVE A REASONED COMMITMENT TO THE VALUES THAT SUSTAIN A FREE SOCIETY"

Exercises RAB13, RAR02, RAR07, RAR01, RAR08, RAR11, RAB20, RAB16, RAB02, RAB08, and RAB10 relate to the objective "Are sensitive to creative-intuitive methods of explaining the human condition." The objective has five sub-objectives with exercises relating to each as follows:

A. Believe in the fundamental worth of the individual and can justify their belief. (RAB13, RAR02, RAR07)

B. Believe in the freedoms of the First Amendment and can justify their belief. (RAR02, RAR07, RAR08, RAR01, RAR11)

C. Believe in the rule of law and can justify their belief. (RAB20)

D. Believe in open opportunity for advancement and can justify their belief. (RAB16, RAR07)

E. Are willing to act for the general interest. (RAB02, RAR08, RAB10)

Exercise RAB13

Exercise RAB13 was an individually-administered ecercise. It was administered to ninety-four students (fifty-five males, thirty-nine females, forty-eight blacks, and forty-six non-blacks). Following is the text for Exercise RAB13:

> A. Suppose one of your friends disagrees with the rest of the group about something. Do you think he should change his mind when he sees he is outnumbered? (Yes, No, Undecided, No response)
> B. Why do you think so?
> Criteria for acceptable responses were: right to disagree, to have one's own opinion, stand up for individual beliefs, he may be right, we may be wrong, and conditional.

The data presented in Table 51 show that 61.7 percent of the north Mississippi respondents said one should not change his mind when he sees he is outnumbered and 58.5 percent gave an acceptable reason for his answer.

Table 51

Percent of Respondents Giving Acceptable Responses to Exercise RAB13 and Comparisons between Groups of Respondents

Question: A. Suppose one of your friends disagrees with the rest of the group about something. Do you think he should change his mind when he sees he is outnumbered?
B. Why do you think so?

Acceptable responses	Percent of respondents						z-Ratios from comparisons of groups of respondents		
	Male (N=55)	Female (N=39)	Black (N=48)	Non-Black N=46)	North Miss. Total (N=94)	Nat'l NAEP	Male-Female	Black-Non-Black	North Miss.-Nat'l
A. No	63.6	59.0	54.1	69.6	61.7	68.5	.45	-1.53	-1.41
B. Gave acceptable reason	56.4	61.5	52.1	65.2	58.5	55.7	- .50	-1.29	.54

A larger proportion of males than of females said a person should not change his mind when he sees he is outnumbered, but the difference was not significant. A larger proportion of females than of males gave a reason why a person should not change his mind, but the difference was not significant. Larger proportions of non-blacks than of blacks gave acceptable responses to both parts of the exercise, but the differences were not significant. There were no significant differences between north Mississippi respondents and NAEP respondents on both parts of the exercise.

Exercise RAR02

Exercise RAR02 was a group-administered exercise. It was administered to ninety-nine students (fifty males, forty-nine females, fifty-six blacks, and forty-three non-blacks). Following is the text for Exercise RAR02:

> A. Should citizens who are younger than the legal voting age have the right to write letters to elected government officials or to publicly express their views on political issues? (Yes, No, Undecided)
>
> B. Please explain any answer you selected.
>
> Criteria for acceptable responses were: rights as a citizen, free speech, way of expressing opinion or participating in government, their lives are affected by political decisions, future benefits, future leaders, to inform others, their ideas are good, to help elected officials, and young people should participate in the government.

The data presented in Table 52 show that 74.7 percent of the north Mississippi respondents said that

Table 52

Percent of Respondents Giving Acceptable Responses to Exercise RAR02 and Comparisons between Groups of Respondents

Question: A. Should citizens who are younger than the legal voting age have the right to write letters to elected government officials or to publicly express their views on political issues?
B. Please explain any answer you selected.

Acceptable responses	Percent of respondents						z-Ratios from comparisons of groups of respondents		
	Male (N=50)	Female (N=49)	Black (N=56)	Non-Black (N=43)	North Miss. Total (N=99)	Nat'l NAEP	Male-Female	Black-Non-Black	North Miss.-Nat'l
A. Yes	68.0	81.6	69.6	81.3	74.7	63.0	-1.56	-1.33	2.41*
B. Gave acceptable explanation	26.0	51.0	32.1	46.5	38.3	53.0	-2.56*	-1.46	-2.93*

*Significant at the .05 level.

citizens younger than legal voting age should have the right to write letters to elected government officials expressing their views on political issues and 38.3 percent of them gave acceptable explanations of their answers. A larger proportion of females than of males said that a citizen younger than legal voting age should have the right to write letters to elected government officials, but the difference was not significant. A significantly larger proportion of females than of males explained the answer selected. A larger proportion of non-blacks than of blacks gave acceptable answers to both parts of the exercise, but the differences were not significant. A significantly larger proportion of north Mississippi respondents than of NAEP respondents said a citizen younger than legal voting age should have the right to write letters to elected government officials. A significantly smaller proportion of north Mississippi respondents than of NAEP respondents acceptably explained the answer selected.

Exercise RAR07

Exercise RAR07 was a group-administered exercise. It was administered to ninety-nine students (fifty males, forty-nine females, fifty-six blacks, and forty-three non-blacks). Following is the text for Exercise RAR07:

> Should a person who does not believe in God be allowed to hold a public office? (Yes, No, Undecided)

The data presented in Table 53 show that 24.2 percent of the north Mississippi respondents felt a person not believing in God should be allowed to hold public office. A larger proportion of males than of females gave the acceptable response, but the difference was not significant. A larger proportion of blacks than of non-blacks chose the acceptable answer, but the difference was not significant. A significantly smaller proportion of north Mississippi respondents than of NAEP respondents made the same confirmation.

Exercise RAR01

Exercise RAR01 was an individually-administered exercise. It was administered to ninety-four students (fifty-five males, thirty-nine females, forty-eight blacks, and forty-six non-blacks). Following is the text for Exercise RAR01:

> Suppose Jane is making fun of someone because his religion is not the same as hers.
> A. What would you say to Jane?
> B. Why would you say this?
> Criteria for acceptable responses were: right to worship and shows concern for feelings of individual only.

The data presented in Table 54 show that 72.3 percent of the north Mississippi respondents gave an acceptable answer. A larger proportion of females than of males responded acceptably, but the difference was not significant. A larger proportion of non-blacks than of

Table 53

Percent of Respondents Giving Acceptable Responses to Exercise RAR07 and Comparisons between Groups of Respondents

Question: Should a person who does not believe in God be allowed to hold a public office?

Acceptable responses	Percent of respondents						z-Ratios from comparisons of groups of respondents		
	Male (N=50)	Female (N=49)	Black (N=56)	Non-Black (N=43)	North Miss. Total (N=99)	Nat'l NAEP	Male-Female	Black-Non-Black	North Miss.-Nat'l
Yes	30.0	18.3	26.8	20.9	24.2	57.0	1.35	.67	-6.59*

*Significant at the .05 level.

Table 54

Percent of Respondents Giving Acceptable Responses to Exercise RAR01 and Comparisons between Groups of Respondents

Question: Suppose Jane is making fun of someone because his religion is not the same as hers. What would you say to Jane? Why would you say this?

Acceptable responses	Percent of respondents						z-Ratios from comparisons of groups of respondents		
	Male (N=55)	Female (N=39)	Black (N=48)	Non-Black (N=46)	North Miss. Total (N=94)	Nat'l NAEP	Male-Female	Black-Non-Black	North Miss.-Nat'l
Gave acceptable answer	70.9	74.3	66.6	78.3	72.3	90.7	.37	-1.25	-6.14*

*Significant at the .05 level.

blacks responded acceptably, but the difference was not significant. A significantly smaller proportion of north Mississippi respondents than of NAEP respondents gave an acceptable answer.

Exercise RAR08

Exercise RAR08 was a group-administered exercise. It was administered to ninety-nine students (fifty males, forty-nine females, fifty-six blacks, and forty-three non-blacks). Following is the text for Exercise RAR08:

> A. Should a newspaper or magazine be allowed to publish something that criticizes an elected government official? (Yes, No, Undecided)
> B. Please give a reason for any answer you selected.
> Criteria for acceptable responses were: freedom of the press, constitutional rights, right to say what they feel, need to be informed and/or resulting citizen actions, help the official, help the country, and conditional with respect to libel.

The data presented in Table 55 show that 45.4 percent of the north Mississippi respondents said a newspaper or magazine should be allowed to publish criticism of an elected government official and 18.1 percent gave acceptable reasons for their answers. There were no significant differences between the males and females or between blacks and non-blacks on either part of the exercise. A larger proportion of north Mississippi respondents than of NAEP respondents said a newspaper or magazine should be allowed to publish criticism of an elected government official, but

Table 55

Percent of Respondents Giving Acceptable Responses to Exercise RAR08 and Comparisons between Groups of Respondents

Question: A. Should a newspaper or magazine be allowed to publish something that criticizes an elected government official?
B. Please give a reason for any answer you selected.

Acceptable responses	Percent of respondents						z-Ratios from comparisons of groups of respondents		
	Male (N=50)	Female (N=49)	Black (N=56)	Non-Black (N=43)	North Miss. Total (N=99)	Nat'l NAEP	Male-Female	Black-Non-Black	North Miss.-Nat'l
A. Yes	42.0	49.0	51.8	37.2	45.4	36.2	- .70	1.44	1.90
B. Gave acceptable reasons	16.0	20.4	17.9	18.6	18.1	29.9	- .57	- .10	-2.56*

*Significant at the .05 level.

the difference was not significant. A significantly smaller proportion of north Mississippi respondents than of NAEP respondents gave an acceptable reason for their answers.

Exercise RAR11

Exercise RAR11 was an individually-administered exercise. It was administered to ninety-four students (fifty-five males, thirty-nine females, forty-eight blacks, and forty-six non-blacks). Following is the text for Exercise RAR11:

> A. In the picture, there are many people gathered together in a public park. They are demanding changes which you do not agree with. Should these people be allowed to gather and make their demands in a public place? (Yes, No, Undecided, No response)
>
> B. Please explain your answer.
>
> Criteria for acceptable responses were: reference to constitutional rights or approval of the right of assembly, considers rights of others, it's educational to hear different viewpoints expressed, instrument for social change, and after getting permission.

The data presented in Table 56 show that 66.0 percent of the north Mississippi respondents said people should be allowed to gather and make their demands in a public place, and 37.2 percent gave an acceptable explanation of their response. There were no significant differences between males and females or between blacks and non-blacks on either part of the exercise. There was no observed difference between north Mississippi respondents and NAEP respondents. A significantly smaller proportion

Table 56

Percent of Respondents Giving Acceptable Responses to Exercise RAR11 and Comparisons between Groups of Respondents

Question: A. In the picture, there are many people gathered together in a public park. They are demanding changes which you do not agree with. Should these people be allowed to gather and make their demands in a public place?
B. Please explain your answer.

Acceptable responses	Percent of respondents						z-Ratios from comparisons of groups of respondents		
	Male (N=55)	Female (N=39)	Black (N=48)	Non-Black (N=46)	North Miss. Total (N=94)	Nat'l NAEP	Male-Female	Black-Non-Black	North Miss.-Nat'l
A. Yes	69.1	61.5	66.6	65.2	66.0	66.0	.76	.14	0
B. Gave acceptable explanation	32.7	43.6	31.2	43.5	37.2	56.1	-1.07	-1.22	-3.69*

*Significant at the .05 level.

of north Mississippi respondents than of NAEP respondents gave an acceptable explanation of their answer.

Exercise RAB20

Exercise RAB20 was a group-administered exercise. It was administered to ninety-eight students (forty-eight males, fifty females, fifty-two blacks, and forty-six non-blacks). Following is the text for Exercise RAB20:

> You are going to see the film, Vandalism: Crime or Prank? The film begins with some boys damaging a statue. Watch the film so that you can answer some questions based upon the film. Please do not turn the page until told to do so.
>
> A. Should Mr. Norris have done something about what he saw taking place in the park? (Yes, No, Undecided)
>
> B. Please give a reason for any answer you selected. Write your reason on the lines below.
>
> Criteria for acceptable responses were: crime was being committed, to prevent more trouble, public property, and citizen's duty.
>
> C. Do you think there should be laws against acts of vandalism such as destroying a statue? (Yes, No, Undecided)
>
> D. If you saw one of your friends committing an act of vandalism, what would you do? Write your answer on the lines below.
>
> Criteria for acceptable responses were: inform parents, report act to authorities, make friend promise to report it on his own to authorities or to parents, stop him from continuing damage by threatening to report him to the authorities or parents, try to reason with him or talk him out of it, inform the friend's parents, and report it to a person who understands teenagers.

The data presented in Table 57 show that 92.9 percent of the north Mississippi respondents said that Mr. Norris should have done something about the vandalism taking place in the park. Sixty-three percent gave an

Table 57

Percent of Respondents Giving Acceptable Responses to Exercise RAB20 and Comparisons between Groups of Respondents

Question:
A. **Should** Mr. Norris have **done** something about what he saw taking place in the park?
B. Please give a reason for any answer you selected. Write your reason on the lines below.
C. Do you think there should be laws against acts of vandalism such as destroying a statue?
D. If you saw one of your friends committing an act of vandalism what would you do? Write your answer on the lines below.

Acceptable responses	Percent of respondents						z-Ratios from comparisons of groups of respondents		
	Male (N=48)	Female (N=50)	Black (N=52)	Non-Black (N=46)	North Miss. Total (N=98)	Nat'l NAEP	Male-Female	Black-Non-Black	North Miss.-Nat'l
A. Yes	95.8	90.0	92.3	93.5	92.9	94.6	1.12	- .22	- .74
B. Gave acceptable reason	64.6	62.0	53.8	73.9	63.3	75.7	.27	-2.06*	-2.87*
C. Yes	100.0	90.0	92.3	97.8	94.9	94.4	2.24*	-1.23	.21
D. Gave acceptable action against vandalism	72.9	76.0	75.0	73.9	74.5	80.4	- .71	.12	-1.47
Gave acceptable answers to all parts of exercise	50.0	56.0	42.3	65.2	53.1	58.6	- .59	-2.27*	-1.11

*Significant at the .05 level.

acceptable explanation of why Mr. Norris should have done something. Ninety-four percent said there should be laws against acts of vandalism. Seventy-four percent gave an acceptable action to be taken against acts of vandalism. Fifty-three percent gave acceptable answers to all parts of the exercise. Larger proportions of males than of females said Mr. Norris should have done something about the vandalism taking place in the park and gave acceptable reasons why something should have been done, but the differences were not significant. A significantly larger proportion of males than of females said there should be laws against acts of vandalism. Larger proprotions of females than of males gave an acceptable action to be taken against acts of vandalism and gave acceptable answers to all parts of the exercise. Larger proportions of non-blacks than of blacks said that Mr. Norris should have done something about the vandalism taking place in the park and that there should be laws against acts of vandalism, but the differences were not significant. Significantly larger proportions of non-blacks than of blacks gave acceptable reasons why Mr. Norris should have done something and gave acceptable answers to all parts of the exercise. A larger proportion of blacks than of non-blacks gave acceptable actions to be taken against acts of vandalism. Smaller proportions of north Mississippi

respondents than of NAEP respondents said Mr. Norris should have done something about the vandalism taking place in the park, identified acceptable actions to be taken against acts of vandalism, and gave acceptable answers to all parts of the exercise, but the differences were not significant. A significantly smaller proportion of north Mississippi respondents than of NAEP respondents gave acceptable reasons why Mr. Norris should have done something. A larger proportion of north Mississippi respondents than of NAEP respondents said there should be laws against acts of vandalism.

Exercise RAB16

Exercise RAB16 was a group-administered exercise. It was administered to ninety-nine students (fifty males, forty-nine females, fifty-six blacks, and forty-three non-blacks). Following is the text for Exercise RAB16:

> A. Should race be a factor in hiring someone for a job? (Yes, No, I don't know)
> B. Please explain any answer you selected.
> Criteria for acceptable responses were: equality and dignity important, ability important factor, legal protection against discrimination, and race does not matter.

The data presented in Table 58 show that 76.8 percent of the north Mississippi respondents said race should not be a factor in hiring and 56.5 percent explained their answers acceptably. Larger proportions of females

Table 58

Percent of Respondents Giving Acceptable Responses to Exercise RAB16 and Comparisons between Groups of Respondents

Question: A. Should race be a factor in hiring someone for a job?
B. Please explain any answer you selected.

Acceptable responses	Percent of respondents						z-Ratios from comparisons of groups of respondents		
	Male (N=50)	Female (N=49)	Black (N=56)	Non-Black (N=43)	North Miss. Total (N=99)	Nat'l NAEP	Male-Female	Black-Non-Black	North Miss.-Nat'l
A. No	70.0	83.7	66.0	90.7	76.8	64.1	-1.61	-2.88*	2.63*
B. Gave acceptable explanation	52.0	61.2	41.0	76.7	56.5	64.1	- .92	-3.54*	-1.58

*Significant at the .05 level.

than of males said race should not be a factor and explained their answers, but the differences were not significant. A significantly larger proportion of non-blacks than of blacks said race should not be a factor and explained their answer. A significantly larger proportion of north Mississippi respondents than of NAEP respondents said race should not be a factor in hiring. A smaller proportion of north Mississippi respondents than of NAEP respondents gave acceptable explanations of their answers.

Exercise RAB02

Exercise RAB02 was a group-administered exercise. It was administered to ninety-nine students (fifty males, forty-nine females, fifty-six blacks, and forty-three non-blacks). Following is the text for Exercise RAB02:

> A. Do you think that teenage students should help decide what courses will be offered in their school system? (Yes, No, Undecided)
> B. Please give a reason for any answer you selected.
> Criteria for acceptable responses were: courses are for students, students know what people their age want or enjoy and should have the right to help, motivates students more, makes classes more enjoyable, it is a learning experience in taking responsibility, better student-teacher relationship, knowledge of or concern about the future, and improvement of curriculum.

The data presented in Table 59 show that 84.8 percent of the north Mississippi respondents said students should help decide school curriculums. Forty-six percent

Table 59

Percent of Respondents Giving Acceptable Responses to Exercise RAB02 and Comparisons between Groups of Respondents

Question: A. Do you think that teenage students should help decide what courses will be offered in their school system?
B. Please give a reason for any answer you selected.

Acceptable responses	Percent of respondents						z-Ratios from comparisons of groups of respondents		
	Male (N=50)	Female (N=49)	Black (N=56)	Non-Black (N=43)	North Miss. Total (N=99)	Nat'l NAEP	Male-Female	Black-Non-Black	North Miss.-Nat'l
A. Yes	74.0	95.9	82.1	88.3	84.8	81.6	-3.04*	- .85	.82
B. Gave acceptable reason	36.0	63.2	39.2	55.8	46.4	64.2	-3.31*	-1.63	-3.69*

*Significant at the .05 level.

of the north Mississippi respondents gave acceptable reasons for their answers. Significantly larger proportions of females than of males said students should help decide curriculums and gave acceptable reasons for their answers. Larger proportions of non-blacks than of blacks gave acceptable answers to both parts of the exercise, but the differences were not significant. A larger proportion of north Mississippi respondents than of NAEP respondents said students should help decide school curriculums, but the difference was not significant. A significantly smaller proportion of north Mississippi respondents than of NAEP respondents gave acceptable reasons for their answers.

Exercise RAB08

Exercise RAB08 was an individually-administered exercise. It was administered to ninety-four students (fifty-five males, thirty-nine females, forty-eight blacks, and forty-six non-blacks). Following is the text for Exercise RAB08:

> Suppose a classmate of yours who has been in this country a short time is having difficulty making friends and keeping up with his school work because he knows very few words of English. What would you do?
>
> Criteria for acceptable responses were: help him to learn English or help him with his homework, involve him with activities at school or after school, and attempt to make friends with him or help him develop friendships with other classmates.

The data presented in Table 60 show that 78.7 percent of the north Mississippi respondents gave acceptable ways to help a classmate who has been in this country a short time. A larger proportion of males than of females gave acceptable answers to the exercise, but the difference was not significant. A significantly smaller proportion of north Mississippi respondents than of NAEP respondents gave acceptable answers.

Exercise RAB10

Exercise RAB10 was an individually-administered exercise. It was administered to ninety-four students (fifty-five males, thirty-nine females, forty-eight blacks, and forty-six non-blacks). Following is the text for Exercise RAB10:

> A. If this picture were taken in a neighborhood other than your own, would you want something done about the way things look? (Yes, No, I don't know, No response)
>
> B. Please give a reason for your answer.
>
> Criteria for acceptable responses were: civic duty, concern for welfare of people living there, need for new facilities, and concern for appearance of the community.
>
> C. Tell me two ways of removing conditions of poverty such as those shown in the picture. Please be as specific as possible.
>
> Criteria for acceptable responses were: increased opportunity for employment, elimination of discrimination, legal protection, improvement of community services, provisions for quality education and training, reconstruction or repair of housing in the area, government aid, reordering of national priorities, and tear down houses and beautify.

Table 60

Percent of Respondents Giving Acceptable Responses to Exercise RAB08 and Comparisons between Groups of Respondents

Question: Suppose a classmate of yours, who has been in this country a short time, is having difficulty making friends and keeping up with his school work because he knows very few words of English.
What would you do?

Acceptable responses	Percent of respondents						z-Ratios from comparisons of groups of respondents		
	Male (N=55)	Female (N=39)	Black (N=48)	Non-Black (N=46)	North Miss. Total (N=94)	Nat'l NAEP	Male-Female	Black-Non-Black	North Miss.-Nat'l
Indicated at least one way of helping the classmate	80.0	76.9	72.9	84.8	78.7	90.7	.36	-1.40	-4.00*

*Significant at the .05 level.

The data presented in Table 61 show that 97.8 percent of the north Mississippi respondents said they would do something about the neighborhood. Ninety-three percent gave a reason for their answer. Sixty-eight percent gave two ways of removing conditions of poverty. There was no significant difference between males and females in responding that something should be done about the neighborhood and giving two acceptable ways of removing conditions of poverty. A significantly larger proportion of females than of males gave a reason for their answer. A larger proportion of non-blacks than of blacks gave acceptable responses to all parts of the exercise, but the differences were not significant. A larger proportion of north Mississippi respondents than of NAEP respondents said something should be done about the neighborhood, but the difference was not significant. Significantly larger proportions of north Mississippi respondents than of NAEP respondents gave a reason for their answer and two ways of removing conditions of poverty.

Summary of Results on Objective V

More than 50 percent of the north Mississippi respondents gave acceptable answers on six out of eleven exercises on Objective V. Males and females were higher than the other on three exercises each. Non-blacks

Table 61

Percent of Respondents Giving Acceptable Responses to Exercise RAB10 and Comparisons between Groups of Respondents

Question: A. If this picture were taken in a neighboorhood other than your own, would you want something done about the way things look?
B. Please give a reason for your answer.
B. Tell me two ways of removing conditions of poverty such as those shown in the picture. Please be as specific as possible.

Acceptable responses	Percent of respondents						z-Ratios from comparisons of groups of respondents		
	Male (N=55)	Female (N=39)	Black (N=48)	Non-Black (N=46)	North Miss. Total (N=94)	Nat'l NAEP	Male-Female	Black-Non-Black	North Miss.-Nat'l
A. Yes	96.4	100.0	95.8	100.0	97.8	93.9	-1.20	-1.40	1.57
B. Gave acceptable reason	85.4	100.0	89.5	93.4	93.6	86.3	-2.49*	- .68	2.06*
C. Gave two acceptable ways	69.1	66.6	66.6	69.1	68.1	30.3	.24	- .30	7.97*

*Significant at the .05 level.

performed well above blacks on ten exercises. The NAEP respondents were higher than the north Mississippi respondents on nine exercises.

Twice as many north Mississippi respondents as NAEP respondents were sensitive to removing conditions of poverty. The NAEP respondents were more conscious of the right of assembly and actions against vandalism than north Mississippi respondents. Twice as many NAEP respondents as north Mississippi respondents felt that one should not be excluded from holding public office for not believing in God. More NAEP respondents than north Mississippi respondents were concerned with student-school relationships.

CHAPTER IV

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Fifty-eight National Assessment social studies exercises were administered during November and December, 1975, to thirteen-year-olds in public schools in extreme rural communities in north Mississippi. The data from the assessment were presented in the previous chapter. Following is a summary of the findings, conclusions, implications of the study, and recommendations.

SUMMARY OF THE FINDINGS

The findings of the study[1] are summarized below:

1. One-half or more of the north Mississippi thirteen-year-olds sampled gave acceptable responses to

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[1]The fifty-eight social studies exercises administered during this study represent approximately 50 percent of the exercises used by NAEP during their 1971-1972 assessment. The generalizability of the findings of this study to the population (north Mississippi rural thirteen-year-old students) is limited to the individual exercises. Generalization in terms of the five NAEP social studies objectives is not permissible since the released exercises used in the study may not have been representative of the population of exercises which define the objectives.

50 percent or more of the exercises on each of the following objectives:

Objective II. "Use analytic-scientific procedures effectively."

Objective III. "Are sensitive to creative-intuitive methods of explaining the human condition."

Objective V. "Have a reasoned commitment to the values that sustain a free society."

2. Less than one-half of the north Mississippi thirteen-year-olds sampled gave acceptable responses to 50 percent or more of the exercises on each of the following objectives:

Objective I. "Have curiosity about human affairs."

Objective IV. "Have knowledge relevant to the major ideas and concerns of social scientists."

3. Larger proportions of males than of females gave acceptable answers to twenty-four exercises; one of those differences was significant at the .05 level. Larger proportions of females than of males gave acceptable answers to twenty-eight exercises; five of those differences were significant at the .05 level.

4. Larger proportions of non-blacks than of blacks gave acceptable answers to forty-nine exercises; fifteen of those differences were significant at the .05 level. Larger proportions of blacks than of non-blacks gave acceptable answers to six exercises; none of those differences was significant at the .05 level.

5. Larger proportions of north Mississippi respondents than of NAEP respondents gave acceptable answers to eleven exercises; five of those differences were significant at the .05 level. Larger proportions of NAEP respondents than of north Mississippi respondents gave acceptable answers to thirty-nine exercises; twenty-three of those differences were significant at the .05 level. The north Mississippi sample was generally below the 1971-1972 national extreme rural performance levels on each of the major objectives.

CONCLUSIONS

The conclusions of the study were as follows:

1. The data indicate that thirteen-year-old males and females in rural public schools in north Mississippi were not significantly different from one another in terms of their social studies achievement.

2. Among public school thirteen-year-olds in rural north Mississippi, non-blacks generally performed at higher levels than blacks on fifty-eight NAEP social studies exercises.

3. Thirteen-year-olds attending public schools in rural communities of north Mississippi generally gave fewer acceptable responses to fifty-eight NAEP social studies exercises than the 1971-1972 NAEP extreme rural sample of thirteen-year-olds.

IMPLICATIONS OF THE STUDY

It is appropriate to consider why the social studies achievement of extreme rural north Mississippi thirteen-year-olds was generally below that of the national sample.

Schools are influenced by economic, social, and political forces. Perhaps these forces have contributed to low social studies achievement in rural north Mississippi public schools. Rural communities may have difficulty attracting and/or retaining competent teachers. Mississippi has a lower per-pupil expenditure for education than most other states. Although a one-to-one relationship between financial support and educational achievement may not exist, where per-pupil expenditure is higher, achievement usually is higher as well. The fact that private schools were excluded from this study, but not from the NAEP assessment, may account for some of the observed differences between the two samples.

Another possible reason for the performance of the north Mississippi youths is that the persons responsible for their social studies education did not subscribe to the National Assessment social studies objectives, hence did not teach toward them. If that be the case, north Mississippi educators should reflect upon their social

studies goals in light of widely-accepted concepts of social studies education. National Assessment used panels of scholars, social studies specialists, and lay citizens to validate their objectives. Furthermore, the NAEP objectives are compatible with various statements of the National Council for the Social Studies on the purposes of social studies education.

The results of this study are consistent with Rather's findings.[2] The north Mississippi rural thirteen-year-old students in both studies performed below earlier national samples taken by NAEP. The findings of these studies are supportive of the notion that National Assessment exercises and procedures are useful when applied to local populations.

This study demonstrated the ease with which NAEP assessment procedures can be adapted for assessment of a specified population within a state. Using a non-overlapping multiple matrix sampling procedure reduced administration time to 14 percent of what would have been required to assess the entire population of approximately 6,911 thirteen-year-olds with a standardized test of social

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[2]David M. Rather, "An Assessment of Citizenship Development among Thirteen-Year-Old Students in Extreme Rural North Mississippi Public Schools" (unpublished Ed.D. dissertation, University of Mississippi, 1975).

studies achievement having an administration time of seventy minutes. The time used to administer the fifty-eight NAEP social studies exercises to the sample in this study was thirty-eight and one-half hours. This saving of assessment time resulted in fiscal economies, also.

RECOMMENDATIONS

The recommendations of this study were as follows:

1. Research should be conducted to determine why there was a disparity between the social studies achievement of extreme rural north Mississippi thirteen-year-olds and that of the national sample.

2. Research should be conducted to explain the generally low performance of black youths in the north Mississippi sample.

3. An attempt should be made to verify the results of this study by administering the NAEP social studies exercise that will be released to the public in the fall of 1976.

4. Research should be conducted to demonstrate to what extent north Mississippi rural educators accept the NAEP social studies objectives.

5. The Mississippi State Department of Education should evaluate the National Assessment social studies objectives from the standpoint of their potential usefulness in statewide assessment.

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APPENDIXES

APPENDIX A

MISSISSIPPI CODE, STATUTE: 37-3-43 to 37-3-47

AN ACT to establish a system of educational accountability and assessment of educational performance to assist in the measurement of educational quality and to provide information to school officials and citizens; and for related purposes.

37-3-43. State program of educational accountability and assessment of performance--declaration of purpose section.

(1) The legislature hereby declares that the purpose is to initiate and maintain a state program of educational accountability and assessment of performance by the State Department of Education which will obtain and provide meaningful information to the citizens about the public elementary and secondary education schools in this state. This information about educational performance should relate to educational goals adopted by the department to student achievement in areas of the school curriculum, and to investigations of meaningful relationships within this performance.

(2) The Legislature further declares that public school districts shall participate in the state accountability

and assessment program and adopt compatible district plans in order to achieve improved educational accountability and to report meaningful information and results to the public.

37-3-45. State program of educational accountability and assessment of performance--duties of state department of education,

(1) The State Department of Education shall develop a state accountability and assessment program which will:

(a) Establish a procedure for the continuing examination and updating of adopted state goals for elementary and secondary education.

(b) Identify goal-related performance objectives that will lead toward achieving stated goals.

(c) Establish procedures for evaluating the state's and school district's performance in relation to stated goals and objectives. Appropriate instruments to measure and evaluate progress shall be used to evaluate student performance.

(2) The state's program shall provide for an annual review which shall include assessing the performance of students in at least the public elementary and secondary schools in such areas of knowledge, skills, attitudes and understandings, and other characteristics or variables that will aid in identifying relationships and differentials in

the level of educational performance that may exist between schools and school districts in the state.

(3) The State Department of Education shall:

(a) Promulgate rules for the implementation of this section.

(b) Enter into such contracts as may be necessary to carry out its duties and responsibilities under this section.

(c) Establish recommendations for components of school district accountability programs and provide technical assistance to school districts in planning and implementing their plans.

(d) Provide in-service training for personnel who will be involved in carrying out the state's program of educational accountability and assessment of performance.

(e) Monitor periodically the assessment and evaluation of programs implemented by school districts and make recommendations for their improvement and increased effectiveness.

(f) Annually report and make recommendations to the Governor and Legislature, the State Board of Education, school boards, and the general public on its findings with regard to the performance of the state elementary and secondary education school system.

(4) The State Department of Education may establish a

state advisory committee on educational accountability to make recommendations and assist it in carrying out its responsibilities under this section.

37-3-47. State program of educational accountability and assessment of performance--duties of district school boards.

(a) Adopt a plan for a local accountability program designed to measure the adequacy and efficiency of educational programs offered by the school district in accordance with recommendations and criteria promulgated by the State Department of Education. The school board may appoint a broadly constituted citizen advisory accountability committee to make recommendations to the board relative to the program of educational accountability, but it shall be the sole responsibility of the district school board to implement plans required under this section.

(b) Report periodically to the residents of the school districts and the State Department of Education, in such form and giving such information as the State Department of Education requires, on the extent to which the school district has achieved the goals and objectives of its adopted plans.

Approved: February 26, 1975

APPENDIX B

LISTING OF RURAL SCHOOLS IN NORTH MISSISSIPPI BY COUNTY

Alcorn County

Alcorn Central High
Kossuth High
Rienzi Elementary
Union Center Elementary

Benton County

Hickory Flat
Old Salem

Bolivar County

Nugent Center
Bolivar County District Junior High
Broadstreet High
Brooks Elementary
McEvans
Kennedy High

Calhoun County

Bruce Middle
Calhoun City Junior High
Vardamon High

Carroll County

J. Z. George
Vaiden

Chickasaw County

Houlka High
Woodland High
Houston Middle
Okolona Junior High

Choctaw County

Ackerman High
French Camp
Weit High

Clay County

Beasley
Clay County Vocational

Coahoma County

Dublin Elementary
Friars Point Elementary
Hull Elementary
Jonestown Elementary
Lula Elementary
Lyon Elementary
Sherard Elementary

Desoto County

Hernando Junior High
Olive Branch Junior High

Grenada County

Jones Road Junior High

Itawamba County

Mantachie High
Tremont High
Fairview Junior High
Fulton Junior High
Houston Junior High

Lee County

Belden
Guntown
Mooreville
Plantersville
Saltillo
Shannon
Verona

Leflore County

Leflore County High
R. B. Schlater Elementary
Sunnyside Elementary
T. Y. Fleming Elementary
Wilkes Elementary

Lowndes County

Caledonia
Crawford

Marshall County

Henry
Potts Camp
Slayden

Monroe County

Hamilton
Hatley
Smithville
Becker
Greenwood Springs

Montgomery County

Kilmichael Elementary
Duck Hill

Oktibbeha County

Maben
Sturgis
Moor

Panola County

West Crenshaw Junior High
Sardis Elementary
Pope

Pontotoc County

North Pontotoc
South Pontotoc
Clark Street Elementary

Prentiss County

Anderson Junior High
Hills Chapel
Jumpertown
Marietta
New Site
Thrasher
Wheeler
Baldwyn

Quitman County

Crowder Junior High
Marks Junior High
Sledge Junior High
Falcon Junior High
Southside Junior High
Westside Junior High
Lambert Junior High

Sunflower County

Ruleville
Blaine
East Sunflower
Inverness
Moorhead
Hunter Middle

Tallahatchie County

Charleston Middle
West District Junior High

Tate County

Coldwater
Independence
Strayhorn

Tippah County

Chalybeate
Falkner
Walnut
Blue Mountain High
Ripley Middle
Pine Grove High

Tishomingo County

Belmont
Burnsville
Tishomingo
Iuka High

Tunica County

Dundee
Tunica

Union County

East Union Attendance Center
West Union Attendance Center

Washington County

Simmons
Arcola
Lincoln Junior High
Riverside
Glen Allan

Webster County

Cumberland
Eupora
Mathiston

Yalobusha County

Coffeeville High
Oakland Junior High
Water Valley High

APPENDIX C

LETTERS OF INTRODUCTION

_____
_____
_____

_____
_____
_____

Dear Mr. (Superintendent):

We are conducting a study at the University of Mississippi to determine the achievement of extremely rural northern Mississippi thirteen-year-olds in social studies as measured by exercises developed and used by the Education Commission of the States in administering the project National Assessment of Educational Progress. The data will be assembled and processed without identifying any individual student, school, or school district. A summary of the results will be made available to you. The results should contribute to the strengthening of social studies education in this state as well as elsewhere.

With your consent and (principal)'s I will enter (school) and administer the exercises developed in social studies. I will be assessing in (month) at a time satisfactory to (principal). The exercises will be administered to groups of students and individual students. No one student will spend more than thirty minutes in assessment.

Your cooperation in this study will be appreciated.

Cordially,

_____
Graduate Instructor

_____
Dean of the School
of Education

_____
_____
_____

_____
_____
_____

Dear Mr. (Principal):

We are conducting a study to determine the achievement of rural northern Mississippi thirteen-year-olds in social studies. The data will be assembled and processed without identifying any individual student, school, or school district. A summary of the results will be sent to you. The results should contribute to the strengthening of social studies education.

With your consent and (Superintendent)'s I will visit (school) and administer the exercises developed in social studies. The exercises will be administered to groups of students and individual students. No one student will spend more than thirty minutes with the study.

To randomly select the students to be assessed, I will need a list of your students born in 1962. Forms are enclosed for this purpose. The list should be compiled from the sixth, seventh, and eighth grade school registers. The study will be conducted in (month) at a time convenient to you. Please return the student list of students born in 1962 in the envelope enclosed for your convenience.

Your cooperation in this study will be appreciated. Please return the postcard enclosed indicating your school's participation.

Cordially,

_____
Graduate Instructor

_____
Dean of the School
of Education

APPENDIX D

NOTIFICATION OF STUDENT SELECTION

_____
_____
_____

_____
_____
_____

Dear Mr. (Principal):

Thank you for your assistance in providing a list of your thirteen-year-olds. The following students were randomly selected from your list:

(students)

_____

_____

I will need to see these students on (date) to administer the social studies exercises to them.

Thank you again for your cooperation.

Cordially,

_____
Graduate Instructor

BIOGRAPHICAL SKETCH OF THE AUTHOR

Raymond Lee Billingsley was born in Chattanooga, Tennessee, on October 7, 1945. He attended public school in Macon, Georgia, and graduated from Willingham High School in 1963. During the following four years, he was on active duty in the United States Army, attached to the Army Security Agency. He received the degree of Bachelor of Science in Education from Georgia Southern College, Statesboro, Georgia, in June, 1971. He taught social studies and coordinated the program for the gifted at Bryan County High School from August, 1971. to June, 1974. He received the Master of Education degree from Georgia Southern College in August, 1973. He entered the doctoral program at the University of Mississippi in 1974 and served as a graduate instructor for the Department of Secondary Education and Educational Media from 1974 to 1976.

His professional memberships include Delta Phi Alpha, Kappa Delta Pi, Kappa Phi Kappa, and Phi Delta Kappa honor societies.

He was married in 1967 to Frances Pearl Milner of Brooklet, Georgia, and the marriage was blessed with one child: Ashley Keith, born in 1971.

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